THE COMPARISON OF AMERICAN AND TAIWANESE PARENTS' EXPECTIONS OF THEIR CHILDREN LEARNING A SECOND/FOREIGN LANGUAGE

by

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The purpose of this study was to explore the comparison between American and Taiwanese parents' views on their young children learning a second/foreign language, the ideal language and learning age, and parents' perceptions regarding language. There were 24 U.S. and 44 Taiwanese participants who had at least one child studying in the day-care centers, with respondent rates of 31.6% and 95.7% respectively. It was found that most Americans would like their children to learn Spanish in preschool and kindergarten (ages 3-6) ideally. English was the ideal foreign language that Taiwanese expected their children to learn in preschool and kindergarten (ages 3-6) as well. There were correlations between those with an education above university level and yearly income above $20,000 who speak one ($n$=7) or two languages ($n$=7) in the U.S., who wanted their children to learn an additional language. Neither group worried that their children would have trouble learning other subjects due to learning a second language. All believed mastering a second language can help a person's career, and learning one more language can be beneficial to their children. There was, however, no corresponding correlation found among the Taiwanese group of identical income and education level who want their children to learn an additional language between those speaking two (n=13) or more languages (n=6).

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The Comparison of American and Taiwanese Parents' Expectations of Their Children Learning a Second/Foreign Language

"Languages are humankind's [principal] tools for interacting and for expressing ideas, emotions, knowledge, memories and values" (United Nations Educational, Scientific and Cultural Organization (UNESCO), 2009). Thus, language is an essential tool for communication skill in human society. Worldwide, over 6,000 languages are spoken for interacting with each other every day within and between countries. When people speak with others who live in the same country, they will not have a problem with communication if the majority of them speak the same language. On the other hand, for those who migrate, interaction becomes a barrier due to language differences. "Contemporary global society has largely become multicultural and multilingual in nature due to increasing demographic shifts. People from around the world migrate to countries with a different culture and language background than their own" (Nitsiou, 2006, p. 817). America is one of the nations, which has a large population of immigrants with more than 300 languages being spoken. It is commonly acknowledged by Americans that learning one more language will benefit them.

Taiwan is a multilingual society as well. Taiwanese speak more than 20 languages in their daily lives. Apart from the official language, Chinese, others include regional dialects such as Southern Fujianese (Taiwanese), Hakka, and aboriginal dialects. Besides these native languages, international friends, spouses and employees, speak such languages as English, Spanish, Japanese, Thai, and so on. Stewart (2005) stated that "communicating with people" and "developing a clearer understanding of the cultural perspectives of people" are the advantages of speaking a second language (p. 11). The Taiwanese government

advocates for her people to have the skill of being multilingual to enhance not only themselves but the country's competitiveness as well. Therefore, choosing another language to learn is a high priority to Taiwanese students. Taiwanese parents want to give their children this advantage from the beginning of their education because they do not want their children to lose their competitiveness at the starting point. Beckert et al. (2004) stated that Taiwanese parents hope to give their children a good education if they can. For these reasons, high percentages of Taiwanese children have the experience of learning a foreign language before getting into an elementary school. Both America and Taiwan have the same common ground in diversity and multilingual education, and many Americans also believe that it is important to learn more languages to get more benefits. It is therefore timely to research and explore the differences in both parents' thoughts about learning a second/foreign language.

The purpose of this research was to investigate the comparison between American and Taiwanese parents' expectations for their young children learning a second/foreign language. What were their perceptions regarding language and when should it be taught?

Review of Literature

This section of the literature review discusses what factors generally influence a cultural group that is choosing an additional language to learn. It explores the specific language(s) to learn and why Americans and Taiwanese choose them. This review also discusses research that has explored the ideal language to be acquired and the pros and cons of the optimal learning age for a child. Finally, it makes a comparison of the different learning environments between America and Taiwan.

Choosing a Second Language: Factors

The factors that influence a cultural group to choose another language include economic purpose, respectability, education, immigration, and politics. In the era of globalization, trading between nations is very common. Different countries may not speak the same languages so a common language is needed to connect with each other to do business. For example, English is the most common language with which business is done in the world. Coulmas (1992) stated that English is considered one of the essential languages for the "trading partners" and that knowing English is "a matter of economic necessity" and one of the "compulsory subjects of higher education" (p. 102). Economic benefit also seems to be a primary factor of learning a second language (Lazaruk, 2007; Parkin & Turcotte, 2004). Parkin and Turcotte (2004) determined that 88% of Canadians believe that speaking a second language will increase a person's success in a global market.

Some people may think a language, which has respectability is worth learning because it has a wide currency in the region or in the world. Blauer and Lauré (1999) stated, "Anyone from the Gold Coast who wanted to play a role in the development of his or her own country had to learn to speak English" (p. 82). This is not only happening in Ghana, but also has happened in many countries around the world. For instance, Taiwanese believe, speaking English represents a person's class or social and economic status and English can enhance the nation's competitiveness. As a result, majority of educators and many government officials have studied in America (Lin, 2003). These people affect the general public's point of view on their social economic status because their occupations are usually respected and have higher salaries. When a person's major is Chinese, people think that the person is nothing special. On the other hand, when a person's major is English, people think

that the person will be successful. When a person gains a degree from an English speaking country, a high percentage of people agree that the degree is more valuable than a degree from Taiwan. Yang (2008) illustrated that mixing English in their conversation is the way some people show they have studied abroad in an English speaking country. These myths are deeply embedded in the Taiwanese society.

Some people may need another language to advance their education due to the educational policy of their country. For example, many countries in Europe, such as Germany, France, Denmark, and Turkey, have students learning English as their first foreign language (Coulmas, 1992). This is the same as Taiwanese educational policy: The Ministry of Education, Department of Elementary Education (2006) claimed that "In keeping with the 21st century and the global trends of educational reform, the government must engage in educational reform in order to foster national competitiveness and the overall quality of our citizens lives" (p. 1). One of these reforms, implementation in Language Arts, was seen in 2001. "English instruction for Grade 5 and Grade 6 was officially implemented in the school year 2001, with further lowering to Grade 3 and Grade 4 in the school year 2005" (p. 9). This means that all elementary school students beyond the third grade are required to learn English. In addition, in order to preserve the regional dialects of Taiwan, the Ministry of Education also announced that "One of Taiwan's local dialects, i.e. Southern Fujianese, Hakka, or an aboriginal dialect, is required from Grade 1 through Grade 6, whereas in junior high school, such courses become optional" (p. 12).

Besides politics, a country needs her people to learn more languages within and beyond the country in order to be able to relate effectively in her foreign relations. Igboanusi and Pütz illustrated (2008), "In politics, international relations and diplomacy are conducted

with more ease and trust if one understands the other's language" (p. 240). The latest example of political purpose in the world is that after 9/11, America realized that it urgently needed more people to be familiar with foreign languages in order to deeply communicate, understand, and reach the goal of knowing the developments of the whole world. Therefore, former American President George W. Bush declared in the National Security Language Initiative that the nation needs more people to be involved in:

> learning, speaking, and teaching critical need foreign languages. Foreign language skills are essential to engaging foreign governments and peoples, especially in critical world regions, to promote understanding, convey respect for other cultures, and encourage reform. These skills are also fundamental to the economic competitiveness and security interests of the nation. (U.S. Department of Education, 2008a)

What Language and Why: Americans and Taiwanese

Due to these benefits of learning an additional language, both Americans and Taiwanese may have specific languages they want to learn. For example, the majority of Taiwanese may choose English as a first foreign language because it is the most powerful language in the world. A person possessing good English skills has a competitive advantage in the 21st century. For instance, many universities set an English requirement for their students who need to pass one of the required exams before they graduate from school (Lin & Hu, 2009). Taiwan promotes public servants that pass one of the eight required English exams, giving them extra credits as a reward, which means their evaluation of performance at the end of the year will be better (Central Personnel Administration, 2005). Kwadwo A. Okrah explains Ghanaian thinking, which resembles Taiwanese thinking: "Ability to speak 'good' English determines one's ability for employment" (2003, p. 22). The website for

human resources service in Taiwan, 104 Job Bank, conducted a survey that showed that 47% of jobs need employees with English ability (“Office Workers’,” 2008). Another website for human resources service, 1111 Job Bank, also conducted a survey, which reported 64% of companies require English skill when they recruit new members; 50% of companies will give different levels of salary and extra credits for employees who possess English skill (“English Ability,” 2006). Because of being successful at the university and the impact on a person’s career, Taiwanese believe mastering English will help them get a “good” academic degree, acquire a “good” job, and have a “good” salary in their future.

Americans may choose Spanish, French, Chinese, or others. A release from the U.S. Department of Education stated (2006) that of the 44% of U.S. high school students enrolled in a foreign language, 69% are studying Spanish and 18% are studying French. According to the U.S. Census Bureau (2008), the Hispanic population is the largest and fastest growing minority group and has reached 45.5 million. “This large group of non-native English-speaking children is expected to integrate in the American culture” (Nitsiou, 2006, p. 818). Therefore, because a huge percentage of the population speaks Spanish, it is usually the first language chosen by Americans.

French is the second foreign language of choice for Americans because it is widely spoken in many countries. Many people think it is useful for travel, doing business, or political purposes. Oguegbune-Okwenu (2000) explained that “As one of the most widely used languages in the world, French is very attractive to many who need it for ‘its socio-economic, political and strategic purpose’” (as cited in Inboanusi & Pütz, 2008, p. 241). French and English are used as the two official languages in the “prominent multinational groups,” such as “UN, UNESCO, UNICEF, WHO, FAO, AU, ECOWAS, ELF, FIFA, CAF,

etc.," (Igboanusi & Pütz, 2008, p. 241) to run these groups' affairs. For Americans, if they are familiar with both English and French, they may believe that these two languages will bring them many benefits.

In his statement, George W. Bush identified the "critical-need languages" as being "Chinese, Russian, Arabic, Korean, and the Indic, Turkic, and Persian language families" (U.S. Department of Education, 2008b, p. 2). It can be assumed that Chinese, which is on the list of critical foreign languages, may be the third language choice for Americans because China has a population of 1.3 billion (National Bureau of Statistics of China, 2006), which means most of these people speak Chinese. It is also gradually becoming the second most powerful language after English (Chou & Chang, 2003). In this century, because China's economy is growing, many international enterprises do business with China so they need people proficient in Chinese to run their international business. According to the College Board of America, the Advanced Placement (AP) program will put Chinese, Russian, Italian, and Japanese into high schools' courses for students to take ("Chinese Officials," 2003). A survey by the College Board distributed to the U.S. high schools for adding these four languages as AP courses has shown that the numbers of schools interested in adding the languages courses are: 50 want Russian, 175 want Japanese, 240 want Italian, and 2,400 want Chinese (French, 2006). The current trend in wanting to learn Chinese is not only popular in the United States, but also worldwide. So far, 85 countries have classes in Chinese, and the total number being taught Chinese is around 30 million (Chou & Chang, 2003).

Optimal Age for Acquiring: Pros and Cons

When it comes to speaking languages such as English, Spanish, French, and Chinese, some people question whether an early age is the optimal age for acquiring it. Some

encourage young children to start to learn a second/foreign language to get advantages as early as possible, but some suggest that learning a second/foreign language too early may not bring benefits for them. Martin (1999) states that "becoming bilingual is perceived as a problem and a disadvantage to learning, and language and literacy development" in primary school (p. 67). Bates, a linguist, states that the key point directly affecting learning a foreign language is environment and that if an environment of learning language cannot intrigue children, learning a foreign language at an early age can easily lead to the opposite effect (Li, 2008). In Taiwan, every student has the experience of learning the foreign language, English. Since the Ministry of Education, Department of Elementary Education (2006) announced that the period for learning English is changing from before the sixth grade to the third grade for all elementary school pupils, the wave of learning English is going further than before.

More parents are worried about their children losing their competitive edge in the beginning, so they would rather choose a kindergarten with an English program for their children. United Daily News reported that if kindergartens do not incorporate an English program into the curriculum, parents will not enroll their children to study there (Fan, 2008). The concern, however, becomes: when kindergartens overemphasize English programs, they will diminish other subjects that children are supposed to learn at that age. Chang (2007) and Fan (2008) stated that if young children spend too much time learning a foreign language, the other developments and subjects in learning are reduced. Since the wild enthusiasm for learning English at an early age is more intense than before, Lin (2002) reported that some early childhood educators express their voices to Legislative Yuan: they want English taken out of kindergartens (Lin, 2003). In addition, some scholars inform the government that Taiwan currently lacks qualified English teachers in elementary schools. If the professional

English teachers' quality cannot improve, the consequence may be the destruction of these children's confidence and enjoyment in learning English. The worst thing would be that these children give up learning English. They suggest that the age of learning English should be postponed until the fifth grade (Chang & Hsueh, 2009; "Is Learning," 2009; Lin, 2009). Similarly, Chen, Yu, and Huang (2005) found that junior high school is the key point in learning English: if students cannot learn it well in this period, their English ability also will not be better in the future (Chiang, 2005).

Although many findings have shown that learning a second/foreign language too early may bring some disadvantages to children, there is a great deal of research that has shown the advantages in learning a second/foreign language early. Lenneberg (1967), Professor of Psychology at Harvard University, stated that a child's language starts to emerge from age 2 and before age 10, which is the best period of acquiring a language. Penfield and Roberts (1959), neuropsychologists, offered the same conclusion that the best age to learn languages is before age 10. This theory, brain development for the critical period of learning languages between ages 2 and 10, affects many people and is the major reason that many Taiwanese parents want their young children to learn English at an early age (Li, 2008). Clark (2000) cited strong evidence that "children may never acquire a language if they have not been exposed to a language before they reach the age of 6 or 7" and acquisition of language between 2 and 6 is faster than after age 6 (p. 181). Young bilingual learners have the ability to know the meaning of words and "use two languages independently of each other as early as 18 months of age" and "do not seem to show any signs of confusion in learning both" (Brice, A. E. & Brice, R. G., 2007, p. 15). Also, Nguyen, Shin, and Krashen (2001) found no evidence that "the development of the first language was a barrier to second-

language acquisition" (p. 159). According to Goodz (1989), "children's early language mixing does not reflect inter-linguistic confusion" (p. 25). That is, the earlier children learn a second/foreign language, the more successful they will be because children will be able to adjust to both languages better than adults. Meece and Daniels (2007) also offered a similar argument: "they [children] will learn faster and more easily than any adult" (p. 275). This means the earlier age is when learning a second/foreign language, the more successful children are.

The Learning Environments: America and Taiwan

Per the aforementioned, the benefits of learning a second/foreign language at the optimal age, both Americans and Taiwanese students are different even though they are multilingual. America has numerous immigrants so the languages they speak are more diverse and universal languages. It is commonly acknowledged that Americans have many opportunities in their diverse society, such as picking up languages in the community, and a better environment for communicating or interacting with different groups. On the other hand, Taiwanese students learn English in school, but they seldom have much opportunity to practice it after school because they mostly speak Chinese and/or regional dialects. In order to offer more chances for children to have contact with English, many kindergartens advocate an immersion program to attract parents to enroll their children. Based on the influence of globalization, Taiwanese parents do not want their children to lose their personal ability to compete at the starting point, but hope to give them an advantage. Many parents decide to give up their own language, Chinese, to help their children learn English (Lin, 2003). Presently, learning English is inextricably a part of a child's life. More children than ever before study in the environment of immersion English, where no Chinese is spoken, during

the whole day. These parents, however, may not be aware that the current trend of learning a foreign language in many non-native Chinese-speaking countries is to learn Chinese. Richard M. Daley, the mayor of Chicago, stated that familiarity with the Chinese language would be greatly beneficial to understand competitors. He believes there will be two languages in this world; Chinese and English (Ruethling, 2005).

In conclusion, this literature review explored the pros and cons for second/foreign language acquisition for American and Taiwanese parents. Both Americans and Taiwanese had different issues regarding the different cultural backgrounds because of factors of economic purpose, respectability, education, immigration, and politics. This research, however, could safely conclude that the importance of language acquisition cannot be overemphasized in the light of the current wave of globalization and the fact that the world is shrinking into a global village.

Methods

The original idea of the researcher was to study the comparison of what both American and Taiwanese children thoughts in regards to what second/foreign language they would like to learn. The researcher, however, considered that young children may not have the concept of what a second/foreign language is and which language they would like to learn. Therefore, the researcher decided to explore parents' expectations. The purpose of this research was to investigate what second/foreign language both American and Taiwanese parents would prefer their children to learn while in school and when they thought it should be taught. This research sought to compare the expectations of both parents with regard to second/foreign language for their school aged children.

Participants

The participants were 24 volunteers who have at least one child studying in the Child Development Center at Indiana University South Bend (IUSB-CDC) in South Bend, Indiana, USA and 44 volunteers who have at least one child attending in the Early Childhood Learning Laboratory at Cheng Shiu University (CSU-ECLL) in Niaosong Township, Kaohsiung County, Taiwan. The two centers were chosen based on the fact that both belong to affiliated universities. These parents are educated, value education, were interested in their children learning one more language, and believe this research benefits their children. Their answers were not only diverse and valuable, but were also good examples that can represent both American and Taiwanes parents' perceptions.

The data was collected in October and November of 2009. The response rate at IUSB-CDC was 31.6% with 24 of 76 surveys returned. The response rate at CSU-ECLL was 100% with 46 of 46 surveys returned, but two returned surveys' answers were misinterpreted by the participants and could not be used so the adjusted response rate was 95.7%.

Instruments and Data Collection

The method used to collect the data was a survey questionnaire (see Appendix E), which was analyzed by using Excel and SPSS 17.0 Statistics for Windows. The surveys were presented in Chinese and English, and were divided into four sections: first, 10 questions about the demographic information of parents' background; second, questions 1-7 were about the background of the participants' learning environment and the languages interaction with their children; third, questions 8-10 were about the parents' personal experiences learning a second/foreign language and the expectations of their children learning a second/foreign language; finally, questions 11-21 were about the language issues regarding the literature

review. These questions were designed as multiple choice, yes or no questions, open questions, or the four different degrees of the Likert scale from strongly disagree, disagree, agree, and strongly agree. A study information sheet described the purpose of this research and explained the information about the participants' answers being confidential and the names anonymous. A reminder was included to remind parents who wanted to participate to not forget to complete the survey (see Appendix E and F).

The Chinese version of the survey had two parts of translation slightly changed to fit into the Taiwan survey. The yearly income was exchanged into Taiwanese currency (1 USD: 32 TWD). Questions 4-7 had an explanation on the right side of the survey. "If you speak the native language, English, please put a check in the box of official language," which was changed into "If you speak the native language, Chinese, please put a check in the box of official language" and also add "If you speak a native language, such as Taiwanese, Hakka, native or other dialects, please put a check in the box of native language." This was because based on Taiwanese culture, many people are bilingual (see Appendix E).

There were two unexpected results during the data collected from the returned surveys. First, all questions in the survey were designed as multiple choice, with the exception of the open ended questions. Some of both centers' participants, however, gave multiple answers to questions 8, 10, and 21, therefore, those were calculated as multiple responses. Second, some respondents omitted some responses in different areas of their survey. These blank answers were categorized as missing values.

Procedure

Before this research was conducted, the researcher obtained IUSB Institutional Review Board permission, acquired approval letters from both IUSB-CDC and CSU-ECLL

(see Appendix F), and passed the Protection of Human Research Participants Certification Test. All participants were over the age of 18 and were treated ethically. All the information about parents and those answering surveys were anonymous, meaning their names were not written on the survey. The procedure was divided into American and Taiwanese parents:

American parents: the survey and the study information sheet were compiled in one pack for each child. The researcher gave these packs to the director at IUSB-CDC. The director gave these packs to teachers, who distributed them to each child. The children took the packs home for their parents. When the parents completed the survey, the children or parents brought it back to the teacher. The researcher went to the center to collect them.

Taiwanese parents: the procedure was the same as it was for American parents for the distribution to parents and returning to the center. The only difference was that at the beginning and end of process the surveys were sent to Taiwan and sent back to America by International Express Mail Service.

Data Analysis

After the surveys were collected aggregately, the data was coded and keyed into the computer system of SPSS and ran through the descriptive statistics to analyze the frequency and percentage. Excel's function of filter analyzed the correlations between the participants' who spoke one or more languages regarding their perceptions.

Results and Discussion

The results are divided into the demographic information of parents' background (demographic information), the background of the participants' learning environment and the languages interaction with their children (environment and interaction), the parents' personal experiences learning a second/foreign language and the expectations of their children

learning a second/foreign language (personal experience and expectations for children), and the language issues regarding the literature review (perceptions regarding languages).

Demographic Information

At IUSB-CDC, the majority of most respondents' children were between ages 1-2 (45.8%) and most of the children were girls (66.7%). At CSU-ECLL, the majority of most respondents' children were aged 5 (40.9%) and most of the children were boys (52.3%) (see Table 1).

Table 1

The child's age and gender

	IUSB-CDC (*n*=24)		CSU-ECLL (*n*=44)		All (*n*=68)	
	n	%	*N*	%	*n*	%
Age						
Between 1-2 years	11	45.8	—	—	11	16.2
3 years	4	16.7	2	4.5	6	8.8
4 years	8	33.3	10	22.7	18	26.5
5 years	1	4.2	18	40.9	19	27.9
6 years	—	—	13	29.5	13	19.1
7 years	—	—	1	2.3	1	1.5
Gender						
Girls	16	66.7	21	47.7	37	54.4
Boys	8	33.3	23	52.3	31	45.6

Note. % may not add up to 100 because of rounding.

At IUSB-CDC, mothers (95.8%) were the majority respondents and married (58.3%). At CSU-ECLL, mothers (79.5%) were the majority of respondents and married (97.7%) (see Table 2).

Table 2

Relationship, gender, and marital status

	IUSB-CDC (*n*=24)		CSU-ECLL (*n*=44)		All (*n*=68)	
	n	%	*n*	%	*n*	%
Relationship						
Mother	23	95.8	35	79.5	58	85.3
Father	1	4.2	7	15.9	8	11.8
Guardian	—	—	1	2.3	1	1.5
Missing	—	—	1	2.3	1	1.5
Gender						
Female	23	95.8	34	77.3	57	83.8
Male	1	4.2	10	22.7	11	16.2
Marital status						
Married	14	58.3	43	97.7	57	83.8
Single	8	33.3	—	—	8	11.8
Separated/divorce/ widow(er)	2	8.3	—	—	2	2.9
Missing	—	—	1	2.3	1	1.5

Note. % may not add up to 100 because of rounding.

At IUSB-CDC, 45.8% of the most respondents were in two age ranges, 18-25 and 26-35, and 79.2% were Caucasian/White. At CSU-ECLL, 50% of the most respondents' ages ranged between 36-45, and 93.2% were Taiwanese (see Table 3).

Table 3

Age and ethnicity

	IUSB-CDC (*n*=24)		CSU-ECLL (*n*=44)		All (*n*=68)	
	n	%	*n*	%	*n*	%
Age						
18~25	11	45.8	—	—	11	16.2
26~35	11	45.8	18	40.9	29	42.6
36~45	2	8.3	22	50.0	24	35.3
46~55	—	—	2	4.5	2	2.9
56 and above	—	—	1	2.3	1	1.5
Missing	—	—	1	2.3	1	1.5
Ethnicity						
Caucasian/White	19	79.2	—	—	19	27.9
Hispanic/Latino	2	8.3	—	—	2	2.9
Taiwanese	—	—	41	93.2	41	60.3
Hakka	—	—	3	6.8	3	4.4
Other	3	12.5	—	—	3	4.4

Note. Other includes Arabic (2) and ¼ Japanese and ¾ Caucasian (1). % may not add up to 100 because of rounding.

At IUSB-CDC, the respondents' lowest yearly income, below $10,000, was 29.2%, but the highest, above $40,001, was 25%, and 75% of the majority education was university level. At CSU-ECLL, the respondents' lowest yearly income, below $10,000, was 27.3%, but the highest, above $40,001, was 2.3%, and 63.6% of the majority education was university level (see Table 4).

Table 4

Yearly income and education

	IUSB-CDC (*n*=24)		CSU-ECLL (*n*=44)		All (*n*=68)	
	n	%	*n*	%	*n*	%
Yearly income ($)						
Below 10,000	7	29.2	12	27.3	19	27.9
10,001-20,000	2	8.3	11	25.0	13	19.1
20,001-30,000	4	16.7	12	27.3	16	23.5
30,001-40,000	5	20.8	8	18.2	13	19.1
Above 40,001	6	25.0	1	2.3	7	10.3
Education						
Senior high school	3	12.5	4	9.1	7	10.3
University	18	75.0	28	63.6	46	67.6
Graduate school	3	12.5	8	18.2	11	16.2
Doctoral	—	—	4	9.1	4	5.9

Note. % may not add up to 100 because of rounding.

At IUSB-CDC, the top two occupations were students (62.5%) and business people (8.3%). At CSU-ECLL, the top two occupations were housewives (31.8%) and teachers (18.2%) (see Table 5).

Table 5

Occupation

	IUSB-CDC (*n*=24)		CSU-ECLL (*n*=44)		All (*n*=68)	
	n	%	*n*	%	*n*	%
Student	15	62.5	—	—	15	22.1
Business person	2	8.3	1	2.3	3	4.4
Teacher	1	4.2	8	18.2	9	13.2
Housewife	—	—	14	31.8	14	20.6
Governmental officer	—	—	3	6.8	3	4.4
Self-employed	—	—	3	6.8	3	4.4
Service industry employee	1	4.2	2	4.5	3	4.4
Manual labor	—	—	2	4.5	2	2.9
Professor	—	—	2	4.5	2	2.9
Retired	—	—	2	4.5	2	2.9
Other	5	20.8	7	15.9	12	17.6

Note. Other at IUSB-CDC includes a dental hygienist, a nurse, a higher education staff number, a waitress, and an unknown. Other at CSU-ECLL includes a doctor, an assistant researcher, a medical field, and four unknown. % may not add up to 100 because of rounding.

Discussions of the Demographic Information

The following is the sum of the similarity or difference between the two centers regarding the above-mentioned data. First, there is no significant difference between both centers' respondents' genders because the majorities were mothers. However, even though the results show that the mother is usually the person who takes care of children's school affairs, 11.7% more Taiwanese fathers responded than American fathers (see Table 2).

Second, almost all respondents were married at CSU-ECLL (97.7%), except one missing answer. On the other hand, although 58.3% of the respondents at IUSB-CDC were married, 33.3% were single. The result shows that single parents in America are more common than in Taiwan (see Table 2).

Third, although 45.8% of the respondents' ages ranged between 18-25 and 26-35 at IUSB-CDC, no respondents' age is in this range of 18-25 at CSU-ECLL. Half (50%) of respondents were between the 36-45 at CSU-ECLL. The result shows that the respondents at IUSB-CDC marry or had children early, but the respondents at CSU-ECLL marry and had children at a later age (see Table 3).

Fourth, besides the majority of Caucasian/White at IUSB-CDC (79.2%), the rest of the 20.8% of races are Arabic, Hispanic/Latino, and mixed Japanese and Caucasian. On the other hand, although 93.2% of respondents are Taiwanese and 6.8% are Hakka at CSU-ECLL, they are both descendants of the Chinese. The result shows that Taiwanese society is basically composed of the same root of people with different groups, but America's society is basically composed of multicultural people with different races (see Table 3).

Finally, the respondents' education university level at IUSB-CDC is higher than CSU-ECLL by 11.4% and the percent of people who completed senior high school at IUSB-

CDC is higher than CSU-ECLL by 3.4%. The percentage of CSU-ECLL that completed graduate school is higher than IUSB-CDC by 5.7%. CSU-ECLL has 9.1% of respondents with doctoral degrees, while IUSB-CDC has none. Also, IUSB-CDC still has 15 respondents who are students continuing to obtain their degrees, while CSU-ECLL has none. The result shows that CSU-ECLL respondents' education is higher than IUSB-CDC (see Table 4 and 5).

Environment and Interaction

At IUSB-CDC, 62.5% of the majority respondents answered that they spoke one language. For all respondents, the languages spoken are English, Spanish, Arabic, and American Sign Language (ASL). At CSU-ECLL, 68.2% of the majority respondents answered that they spoke two languages. For all respondents, the languages spoken are English, Chinese, Taiwanese, Hakka, and Japanese (see Table 6 and 7).

Table 6

Number of languages spoken

	IUSB-CDC (*n*=24)		CSU-ECLL (*n*=44)		All (*n*=68)	
	n	%	*n*	%	*n*	%
One	15	62.5	—	—	15	22.1
Two	9[a]	37.5	30	68.2	39	57.4
Three	—	—	12	27.3	12	17.6
Four	—	—	2	4.5	2	2.9

Table 7

The languages spoken

	IUSB-CDC (*n*=24)		CSU-ECLL (*n*=44)		All (*n*=68)	
	n	%	*n*	%	*n*	%
English	24	72.7	12	11.7	36	26.5
Spanish	6	18.2	—	—	6	4.4
Arabic	2	6.1	—	—	2	1.5
Chinese	—	—	44	42.7	44	32.4
Taiwanese	—	—	43	41.7	43	31.6
Hakka	—	—	3	2.9	3	2.2
Japanese	—	—	1	1.0	1	0.7
Other	1	3.0	—	—	1	0.7

Note. [a] *N*=33; [b] *N*=103; N's are larger because some participants speak at least two languages. Other is ASL.

At IUSB-CDC, 91.7% of the majority respondents' native languages were English and none grew up in a bilingual family. At CSU-ECLL, 70.5% of the majority respondents' native languages were Taiwanese and 81.8% not grew up in a bilingual family (see Table 8 and 9).

Table 8

Native language

	IUSB-CDC (*n*=24)		CSU-ECLL (*n*=44)		All (*n*=68)	
	n	%	*n*	%	*n*	%
English	22	91.7	—	—	22	32.4
Arabic	1	4.2	—	—	1	1.5
Spanish	1	4.2	—	—	1	1.5
Taiwanese	—	—	31	70.5	31	45.6
Chinese	—	—	8	18.2	8	11.8
Hakka	—	—	3	6.8	3	4.4
Chinese and Taiwanese	—	—	2	4.5	2	2.9

Note. % may not add up to 100 because of rounding.

Table 9

Grew up in a bilingual family

	IUSB-CDC (*n*=24)		CSU-ECLL (*n*=44)		All (*n*=68)	
	n	%	*n*	%	*n*	%
No	24	100	36	81.8	60	88.2
Yes	—	—	7	15.9	7	10.3
Missing	—	—	1	2.3	1	1.5

At IUSB-CDC, 83.3% of respondents said the official language (English) was the language that they speak at home and also that the language that they speak with their child/children. Nearly ninety percent (87.5%) said the official language was the language that their child/children mostly speak at home. More than ninety percent (95.8%) said the official language was the language their child/children mostly speak at school (see Table 10-13).

At CSU-ECLL, 52.3% of respondents said both the native language and the official language (Chinese) were the languages that they speak at home. More than fifty percent (52.3%) said the official language was the language that they speak with their child/children at home. More than eighty percent (81.8%) said the official language was the language that their child/children mostly speak at home. More than ninety percent (90.9%) said the official language was the language their child/children mostly speak at school (see Table 10-13).

Table 10

The languages spoken at home

	IUSB-CDC (*n*=24)		CSU-ECLL (*n*=44)		All (*n*=68)	
	n	%	*n*	%	*n*	%
Official language	20	83.3	18	40.9	38	55.9
Native language	1	4.2	3	6.8	4	5.9
Both	3	12.5	23	52.3	26	38.2

Table 11

Languages spoken with child/children at home

	IUSB-CDC (*n*=24)		CSU-ECLL (*n*=44)		All (*n*=68)	
	n	%	*n*	%	*n*	%
Official language	20	83.3	23	52.3	43	63.2
Native language	2	8.3	1	2.3	3	4.4
Both	2	8.3	20	45.5	22	32.4

Note. % may not add up to 100 because of rounding.

Table 12

The languages spoken mostly by child/children at home

	IUSB-CDC (*n*=24)		CSU-ECLL (*n*=44)		All (*n*=68)	
	n	%	*n*	%	*n*	%
Official language	21	87.5	36	81.8	57	83.8
Native language	1	4.2	—	—	1	1.5
Both	2	8.3	8	18.2	10	14.7

Table 13

The languages spoken mostly child/children at school

	IUSB-CDC (*n*=24)		CSU-ECLL (*n*=44)		All (*n*=68)	
	n	%	*n*	%	*n*	%
Official language	23	95.8	40	90.9	63	92.6
Native language	1	4.2	—	—	1	1.5
Both	—	—	4	9.1	4	5.9

Discussion of the Environment and Interaction

The following results of difference in language interaction are based on the above-mentioned data. First, although no participants at IUSB-CDC grew up in a bilingual family, 37.5% of them can speak two languages, including one (4.2%) who speaks ASL and one (4.2%) who is learning a second language right now. On the other hand, no one answered that he or she speaks one language at CSU-ECLL, which means he or she speaks two, three, or four languages, but only 15.9% of these people grew up in a bilingual family. From the findings, although Americans have more chances to learn a second language than other countries because they live in a multilingual environment and they can learn and pick up languages in the community in daily life, many only speak one language. In spite of this, the number of Taiwanese actually acquiring other languages is greater than the number of Americans who do. One reason may be because many Americans' native language, English, is also their official language. They speak English at home and learn it at school as well. On the other hand, many people speak their native language before they attend school in Taiwan.

After they go to school, they learn the official language, Chinese. This environment causes most Taiwanese to be fluent in at least two languages (see Table 6-9).

Second, although many participants at CSU-ECLL speak the native language (6.8%) or both the native and the official language at home (52.3%) and also speak the native language (2.3%) or both the native and the official language with their child/children at home (45.5%), their child/children mostly speak the official language at home (81.8%) and at school (90.9%). The result shows that these participants use both languages, the native and the official language, to communicate with their child/children, but their child/children usually speak the official language with them. This is why the Taiwanese government is concerned with the young children who are not familiar with their mother tongue and the consequences that may lead to their native languages going extinct. For example, although Taiwan has the minority of 14 tribes speak their languages regularly, these groups' languages are on an endangerment list. The total 24 aboriginal dialects, including the 14 languages, are categorized in differing degrees of endangerment by UNESCO (2009) eight of which are extinct, six are critically endangered, one is severely endangered, and nine are vulnerable. One of the factors that cause these languages to be in danger or dead is that in order to survive in the mainstream society, these minority groups have to assimilate themselves into the majority groups to learn or speak a dominate language(s). Therefore, their languages gradually fade away over time after many generations. According to the literature review of the educational reform in Language Arts, this is the major reason that the government tries very hard to preserve her cultural legacy. The regional dialects such as Taiwanese, Hakka, and aboriginal dialects are mandatory learning for children in school. Every pupil has to choose at least one to learn during the six years of elementary school, and they are offered as

an elective in junior high school. By requiring this, the government hopes the young children will master their native languages as well as the official language, to help preserve that part of their culture (see Table 10-13 and Appendix C).

Personal Experience and Expectations for Children

For Americans, any language is categorized as a foreign language, except English. In Taiwan, English is defined as a foreign language because it is not a native or Chinese language and is not commonly spoken or acquired in daily life. If a person speaks a native language first, he or she later learns another language, such as the official language, which is called a second language because it belongs to the Chinese languages. If the person learns a foreign language, such as English, his or her first foreign language is English. This research aims to explore the American parents' perceptions about a second language and Taiwanese parents' perceptions about a foreign language, but not their second language because they learn two languages normally. In order to use these two different terms but keep the same meaning, the following discussion about a second language in the terms of the American respondents still keeps the same term (a "second language"), but in the terms of the Taiwanese respondents, the terms are interchangeable with "foreign language." "Second language" in reference to both American and Taiwan is also interchangeable with foreign language, but the title of the table still keeps a second language because the survey used the term in the English version.

Table 14 shows the languages that the participants experienced learning and the languages they learned. At IUSB-CDC, 55.6% said Spanish, 11.1% said English, and 7.4% said French, German, and Latin. At CSU-ECLL, 84.6% said English, 13.5% said Japanese, and 1.9% said French.

Table 14

Languages participants have experienced learning

	IUSB-CDC [a] (*n*=24)		CSU-ECLL [b] (*n*=44)		All (*n*=68)	
	n	%	*n*	%	*n*	%
Spanish	15	55.6	—	—	15	19.0
English	3	11.1	44[c]	84.6	47	59.5
Japanese	—	—	7	13.5	7	8.9
French	2	7.4	1	1.9	3	3.8
German	2	7.4	—	—	2	2.5
Latin	2	7.4	—	—	2	2.5
Other	3	11.1	—	—	3	3.8

Note. [a] *N*=27; [b] *N*=52; N's are larger because participants checked more than one response. Other includes Korean (1), ASL (1), and unknown (1). [c] Although reported as 44, 3 respondents did not mark English. However, English is a required course in Taiwan.

Table 15 shows the first time that the participants started learning a second language. At IUSB-CDC, 50% of the respondents indicated senior high school. At CSU-ECLL, 70.5% of respondents indicated junior high school.

Table 15

First time started learning a second language

	IUSB-CDC (*n*=24)		CSU-ECLL (*n*=44)		All (*n*=68)	
	n	%	*n*	%	*n*	%
Preschool [a]	2	8.3	1	2.3	3	4.4
Kindergarten	1	4.2	1	2.3	2	2.9
Elementary school	4	16.7	11	25.0	15	22.1
Junior high school	5	20.8	31	70.5	36	52.9
Senior high school	12	50.0	—	—	12	17.6

Note. [a] The name of preschool in the U.S and Taiwan is different (see Appendix B). % may not add up to 100 because of rounding.

Table 16 shows the second language that the participants' expect their child to learn. At IUSB-CDC, 76.9% of respondents indicated Spanish, 7.7% indicated Chinese and English, and 3.8% indicated none and other. At CSU-ECLL, 89.4% of respondents indicated English, 4.3% indicated Japanese, and 2.1% indicated French, Spanish, and other.

Table 16

Languages the participants expect their child to learn

	IUSB-CDC [a] (*n*=24)		CSU-ECLL [b] (*n*=44)		All (*n*=68)	
	n	%	*n*	%	*n*	%
Spanish	20	76.9	1	2.1	21	28.8
English	2	7.7	42	89.4	44	60.3
Chinese	2	7.7	—	—	2	2.7
Japanese	—	—	2	4.3	2	2.7
French	—	—	1	2.1	1	1.4
Other	1	3.8	1	2.1	2	2.7
None	1	3.8	—	—	1	1.4

Note. [a] *N*=26; [b] *N*=47; N's are larger because participants checked more than one response. Other at IUSB-CDC includes that it depends on school and the child's interests. Other at CUS-ECLL includes the child's interests. % may not add up to 100 because of rounding.

Table 17 presents the participants' perceptions of the best age to learn a second language. At IUSB-CDC, 75% of respondents answered preschool, 12.5% answered elementary school, and 8.3% answered kindergarten. At CSU-ECLL, 40.9% of respondents answered elementary school, 38.6% answered preschool, 15.9% answered kindergarten, and 4.5% answered junior high school.

Table 17

Best age to learn a second language

	IUSB-CDC (*n*=24)		CSU-ECLL (*n*=44)		All (*n*=68)	
	n	%	*n*	%	*n*	%
Preschool	18	75.0	17	38.6	35	51.5
Kindergarten	2	8.3	7	15.9	9	13.2
Elementary school	3	12.5	18	40.9	21	30.9
Junior high school	—	—	2	4.5	2	2.9
Missing	1	4.2	—	—	1	1.5

Note. % may not add up to 100 because of rounding.

Discussion of Personal Experience and Expectations for Children

There are three findings that need discussion in this section: First, 55.6% of the participants at IUSB-CDC answered that Spanish was the second language they experienced learning, and 76.9% would expect their children to learn it. At CSU-ECLL, all of the participants had experienced learning English and 89.4% would expect their children to learn it as well. These results show that Americans value the importance of Spanish in the U.S. the same way that Taiwanese value the importance of English in Taiwan. There is no significant difference between generations in the U.S. and Taiwan because the top choice of languages for these parents favor their children to learn as they have learned in the past (see Table 14 and 16).

Many American and Taiwanese participants from both centers indicate that school requirements and personal interest played a large role in their acquisition of language. Communication, immigration, education, and career advancement were specifically important to American respondents. Taiwanese respondents were motivated by global perspective, work requirements, and travel (see Appendix A, question 1).

Second, there is no significant difference between learning the preferred languages of Spanish and English for the parents or the children, but there is a significant difference in the learning age and the ideal age of learning for the children. Half (50%) of the participants at IUSB-CDC learned a foreign language for the first time in senior high school, which was later than CSU-ECLL's learning in junior high school (70.5%), but most respondents from both believed their learning age was too late. More than eighty percent (83.3%) of the respondents at IUSB-CDC believe the optimal age to learn a foreign language is between ages 3-6 before entering elementary school (75% at ages 3-5-preschool and 8.3% at ages 5-6-kindergarten), which contrasts with more than half (54.5%) of Taiwanese (38.6% at ages 3-5-preschool and 15.9% at ages 5-6-kindergarten). At CSU-ECLL, nearly half (45.4%) of the people hold the belief that children should learn a foreign language between ages 6-12 in elementary school (40.9%), or between ages 12-15 in junior high school (4.5%). One of the reasons may be because some Taiwanese believe acquiring languages should first start from the native language, then the second language (the official language), and then the first foreign language. These people may like their children to be familiar with both native and the official language before acquiring a foreign language. On the other hand, many Americans only speak one language, so they may believe that they should acquire a second language as soon as possible (see Table 15-17 and Appendix B).

Third, the literature review already indicates that Spanish is the first and French is the second choice for Americans to learn a second language. This research, however, has found that French, German, and Latin are learned at the same rate (7.4%). Also, no one answered French as the language that they expected their children to learn. On the other hand, Chinese and English are rated the same (7.7%) as the second choice for Americans. Beside English, Chinese, which replaced the second rank of French, is the second ideal language for Americans. These results show that French may not be the second choice after Spanish for Americans, but the new powerful language, Chinese, may take the place of it to become the second choice. For these two findings which are different from the literature review, further research is required to confirm (see Table 14 and 16).

The primary reasons both centers' participants expect their children to learn foreign languages are for communication. Additionally, each culture has its own specific motivation for learning a second/foreign language, with Americans concerned mostly with education and career utilities, while Taiwanese are most interested in the ability to enhance competitiveness, gain global perspective, and relate to other cultures (see Appendix A, question 2).

Perceptions Regarding Languages

Table 18 presents the degrees of the participants' perceptions about whether the earlier a child learns a second language, the more successful he or she is at learning the language. At IUSB-CDC, 16.7% of respondents answered strongly disagree or disagree, but 83.4% answered strongly agree or agree. At CSU-ECLL, 50% of respondents answered strongly disagree or disagree and again for strongly agree or agree.

Table 18

The earlier a child learns a second language, the more successful he/she is

	IUSB-CDC (*n*=24)		CSU-ECLL (*n*=44)		All (*n*=68)	
	n	%	*n*	%	*n*	%
Strongly disagree	3	12.5	1	2.3	4	5.9
Disagree	1	4.2	21	47.7	22	32.4
Agree	4	16.7	20	45.5	24	35.3
Strongly agree	16	66.7	2	4.5	18	26.5

Note. % may not add up to 100 because of rounding.

Table 19 presents the degrees of the participants' anxiety about whether their child cannot succeed in learning two additional languages besides their native language at the same time. At IUSB-CDC, 79.2% of respondents answered strongly disagree or disagree, but 20.8% answered agree. At CSU-ECLL, 59.1% of respondents answered strongly disagree or disagree, but 40.9% answered strongly agree or agree.

Table 19

Whether their child cannot succeed in learning two languages at the same time

	IUSB-CDC (*n*=24)		CSU-ECLL (*n*=44)		All (*n*=68)	
	n	%	*n*	%	*n*	%
Strongly disagree	6	25.0	4	9.1	10	14.7
Disagree	13	54.2	22	50.0	35	51.5
Agree	5	20.8	13	29.5	18	26.5
Strongly agree	—	—	5	11.4	5	7.4

Note. % may not add up to 100 because of rounding.

Table 20 presents the degrees of the participants' anxiety about whether their child may confuse a first language and a second language when they are learning them. At IUSB-CDC, 79.1% of respondents answered strongly disagree or disagree, but 20.8% answered agree. At CSU-ECLL, 75% of respondents answered strongly disagree or disagree, but 25% answered strongly agree or agree.

Table 20

Whether their child may confuse a first language and a second language when they are learning them

	IUSB-CDC (*n*=24)		CSU-ECLL (*n*=44)		All (*n*=68)	
	n	%	*n*	%	*n*	%
Strongly disagree	8	33.3	5	11.4	13	19.1
Disagree	11	45.8	28	63.6	39	57.4
Agree	5	20.8	8	18.2	13	19.1
Strongly agree	—	—	3	6.8	3	4.4

Note. % may not add up to 100 because of rounding.

Table 21 presents the degrees of the participants' anxiety about whether their child will have trouble learning other subjects because of learning a second language. At IUSB-CDC, 100% of respondents answered strongly disagree or disagree. At CSU-ECLL, 84.1% of respondents answered strongly disagree or disagree, but 15.9% answered agree.

Table 21

Whether their child will have trouble learning other subjects because of learning a second language

	IUSB-CDC (*n*=24)		CSU-ECLL (*n*=44)		All (*n*=68)	
	n	%	*n*	%	*n*	%
Strongly disagree	16	66.7	4	9.1	20	29.4
Disagree	8	33.3	33	75.0	41	60.3
Agree	—	—	7	15.9	7	10.3
Strongly agree	—	—	—	—	—	—

Table 22 presents the degrees of the participants' anxiety about if a kindergarten overemphasizes a language class, the emphasis on other subjects would be diminished. At IUSB-CDC, 79.2% of respondents answered strongly disagree or disagree, but 20.8% answered agree. At CSU-ECLL, 27.3% of respondents answered strongly disagree or disagree, but 70.5% answered strongly agree or agree.

Table 22

Whether the emphasis on other subjects would be diminished if a kindergarten overemphasizes a language class

	IUSB-CDC (*n*=24)		CSU-ECLL (*n*=44)		All (*n*=68)	
	n	%	*n*	%	*n*	%
Strongly disagree	6	25.0	1	2.3	7	10.3
Disagree	13	54.2	11	25.0	24	35.3
Agree	5	20.8	27	61.4	32	47.1
Strongly agree	—	—	4	9.1	4	5.9
Missing	—	—	1	2.3	1	1.5

Note. % may not add up to 100 because of rounding.

Table 23 presents the degrees of the participants' perceptions about allowing their child to study in an immersion language program. At IUSB-CDC, 8.3% of respondents answered disagree, but 87.5% answered strongly agree or agree. At CSU-ECLL, 88.7% of respondents answered strongly disagree or disagree, but 11.4% answered strongly agree or agree.

Table 23

Letting their child study in an immersion language program

	IUSB-CDC (*n*=24)		CSU-ECLL (*n*=44)		All (*n*=68)	
	n	%	*n*	%	*n*	%
Strongly disagree	—	—	12	27.3	12	17.6
Disagree	2	8.3	27	61.4	29	42.6
Agree	14	58.3	4	9.1	18	26.5
Strongly agree	7	29.2	1	2.3	8	11.8
Missing	1	4.2	—	—	1	1.5

Note. % may not add up to 100 because of rounding.

Table 24 presents the degrees of the participants' perceptions about whether mastering a second language can help a person's career, such as finding a "good" job or getting a "good" salary. At IUSB-CDC, 100% of respondents answered strongly agree or agree. At CSU-ECLL, 18.1% of respondents answered strongly disagree or disagree, but 81.9% answered strongly agree or agree.

Table 24

Whether mastering a second language can help a person's career

	IUSB-CDC (*n*=24)		CSU-ECLL (*n*=44)		All (*n*=68)	
	n	%	*n*	%	*n*	%
Strongly disagree	—	—	2	4.5	2	2.9
Disagree	—	—	6	13.6	6	8.8
Agree	7	29.2	31	70.5	38	55.9
Strongly agree	17	70.8	5	11.4	22	32.4

Table 25 presents the degrees of the participants' perceptions about whether speaking a widely spoken language, such as English, Spanish, etc. can represent a person's class or social and economic status. At IUSB-CDC, 45.8% of respondents answered strongly disagree or disagree, but 50% answered strongly agree or agree. At CSU-ECLL, 63.6% of respondents answered strongly disagree or disagree, but 36.4% answered agree.

Table 25

Speaking a widely spoken language can represent a person's class or social and economic status

	IUSB-CDC (*n*=24)		CSU-ECLL (*n*=44)		All (*n*=68)	
	n	%	*n*	%	*n*	%
Strongly disagree	2	8.3	6	13.6	8	11.8
Disagree	9	37.5	22	50.0	31	45.6
Agree	6	25.0	16	36.4	22	32.4
Strongly agree	6	25.0	—	—	6	8.8
Missing	1	4.2	—	—	1	1.5

Note. % may not add up to 100 because of rounding.

Table 26 presents the degrees of the participants' perceptions about whether learning one more language can bring more benefits to their child. At IUSB-CDC, 4.2% of respondents answered disagree, but 95.8% answered strongly agree or agree. At CSU-ECLL, 6.8% of respondents answered disagree, but 93.2% answered strongly agree or agree.

Table 26

Whether learning one more language can bring more benefits to their child

	IUSB-CDC (*n*=24)		CSU-ECLL (*n*=44)		All (*n*=68)	
	n	%	*n*	%	*n*	%
Strongly disagree	—	—	—	—	—	—
Disagree	1	4.2	3	6.8	4	5.9
Agree	2	8.3	37	84.1	39	57.4
Strongly agree	21	87.5	4	9.1	25	36.8

Note. % may not add up to 100 because of rounding.

Table 27 presents the degrees of the participants' perceptions about why learning one more language is important. At IUSB-CDC, the three most popular factors were communicating with people (31.3%), living in the global village (18.8%), and being successful in education (16.7%). At CSU-ECLL, the three most popular factors were communicating with people and living in the global village (26.8%), enhancing a person's ability to compete (23.7 %), and believing it is interesting, being successful in education, and doing business (6.2%).

Table 27

Perceptions about why learning one more language is important.

	IUSB-CDC [a] (*n*=24)		CSU-ECLL [b] (*n*=44)		All (*n*=68)	
	n	%	*n*	%	*n*	%
Communicating with people	15	31.3	26	26.8	41	28.3
Living in the global village	9	18.8	26	26.8	35	24.1
Being successful in education	8	16.7	6	6.2	14	9.7
Enhancing a person's ability to compete	7	14.6	23	23.7	30	20.7
It is interesting	4	8.3	6	6.2	10	6.9
Doing business	4	8.3	6	6.2	10	6.9
Other	1	2.1	4	4.1	5	3.4

Note. [a] *N*=48; [b] *N*=97; N's are larger because participants checked more than one response. % may not add up to 100 because of rounding.

Discussion of the Perceptions Regarding Languages

Although 83.3% of the majority of respondents at IUSB-CDC and 54.5% at CSU-ECLL believe that learning a foreign language should be in preschool and kindergarten (ages 3-6), both centers' participants have different perceptions about how early a child learns a foreign language, the more successful he or she is. More than eighty percent (83.4%) of the Americans believe that the earlier a child learns the more successful he or she will be compared to 50% who believe this in Taiwan. The results are in agreement with prior research, which points out that the earlier a second language is learned, the more successful a

child is in the USA. The survey from Taiwan, however, still indicates that half (50%) of the people hold different opinions about the optimal age of learning. These differences need further research to explore whether or not they are due to the different cultures, learning environments or educational systems (see Table 17 and 18).

Nearly 80% of the American respondents (79.2%) do not worry about their children being unsuccessful in learning two additional languages besides their native language at the same time. On the other hand, in Taiwan even though nearly sixty percent (59.1%) of the people do not worry about that, large percentages (40.9%) do worry. The result from Taiwan is about these two groups' different options, which also needs more research to explore (see Table 19).

From the results, there is no significant difference between both centers about whether their children confuse two languages when they are learning both at the same time because both centers' participants have very close numbers showing that Americans (79.1%) and Taiwanese (75%) do not worry (see Table 20). In order to discover the deeper thoughts of parents, Appendix A, question 3, provides more detailed descriptions about the worry or lack of worry regarding both participants' comments.

This research comfortably indicates that there is no significant difference about whether the respondents who worry about their children will have trouble learning other subjects because of learning a foreign language. The survey responses from Americans (100%) and Taiwanese (84.1%) share an agreement about the issue (see Table 21). For the sake of exploring deeper perceptions, Appendix A, question 4, lists both respondents' comments about the detailed reasons.

Referring to the above question, although both centers' respondents do not worry about their children having trouble learning other subjects because of learning a foreign language, they have different views about whether the emphasis on other subjects would be diminished if a kindergarten overstresses a language class. Most of the Americans (79.2%) were not worried compared with 27.3% of the Taiwanese who were not. However, 70.5% of people worry about the issue in Taiwan, which is confirmed in the literature review, which states that if young children spend too much time learning a foreign language, the other developments or subjects in learning are reduced (see Table 22).

When the survey asked whether the respondents would allow their children to study in an immersion language program, nearly ninety percent (87.5%) of the Americans agreed with it, contrasting with nearly ninety percent (88.7%) of the Taiwanese who disagreed. The complete opposite finding, however, shows that there is still room for further research to explore or compare between American and Taiwan, whether the reasons are because of the different culture, learning environment, or other (see Table 23).

Regarding to the literature, this research can safely conclude that mastering a foreign language can help a person's career by helping them find a "good" job or acquire a "good" salary as all Americans (100%) and more than eighty percent (81.9%) of the Taiwanese agreed. The result shows that this research is taken in the current time in both America and Taiwan (see Table 24).

There is almost the same rate of disagreement (45.8%) and agreement (50%) in America about how speaking a widely spoken language, such as English, Spanish, etc. can represent a person's class or social and economic status. On the other hand, even though more than sixty percent (63.6%) of the Taiwanese disagree with the literature review, nearly

forty percent (36.4%) of the people agree. From these two close numbers in America and the different arguments in Taiwan, further research needs to confirm this as well (see Table 25).

Both Americans (95.8%) and Taiwanese (93.2%) agree that learning an additional language can bring benefits to their children. Therefore, this research can safely conclude that learning more languages brings more benefits to people's lives (see Table 26). For the purpose of finding deeper opinions, Appendix A, question 5, offers a more detailed explanation regarding both parents' comments.

Many Americans believe that communicating with people (31.3%) and living in the global village (18.8%) are the two most important options of learning another language, the same as Taiwanese who indicated these two choices as a major concern (26.8%). After these two options, there is no significant difference for Americans in being successful in education (16.7%) and enhancing a person's ability to compete (14.6%). The results show that many Americans hope to use languages as a tool to help their future. Additionally, the literature review already states that for a person's career and competitiveness, mastering a foreign language is necessary in Taiwan, so this is why enhancing a person's ability to compete (23.7%) is the second important alternative after the top choice of communicating with people and living in the global village for Taiwanese (see Table 27).

The results of the survey and literature review assert that those who speak one (n=7) or two languages (n=7) in America want their children to learn an additional language, and these people have an education above the university level and yearly income above $20,000. None worry whether their children will have trouble learning other subjects because of learning a second language. All believe mastering a second language can help a person's career, and learning one more language can bring more benefits to their children. Plus those

who speak one language all agree that the earlier a child learns a second language, the more successful he or she is. None worry whether the emphasis on other subjects would be diminished if a kindergarten overstresses a language class (see Figure 1).

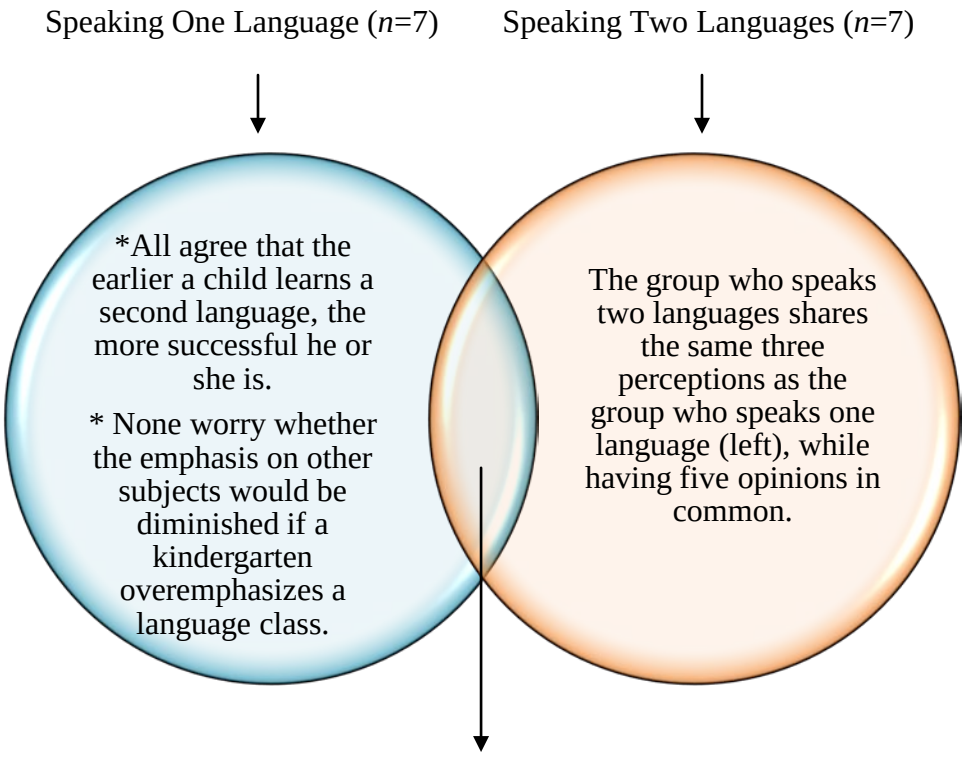

Figure 1. Correlations between people who speak one or two languages in the U.S.

Those who speak two languages (*n*=13) in Taiwan, with a higher education and a yearly income of above $20,000, want their children to learn a foreign language. These factors have no correlation with each other. Those who speak three or four languages (*n*=6), whose education and yearly income are the same level as those who speak two languages and who want their children to learn foreign languages, however, have a correlation in believing that learning one more language can bring more benefits to their children. Between these two groups, there was no correlation found (see Figure 2).

Although the yearly income of $20,001-30,000 is considered to be a median low income in America, it is considered to be a median high to high income in Taiwan. The two groups, however, who speak two or more languages with lower ranges of yearly income do not affect the results of the yearly income above $20,000 groups. It does not matter that the lowest income range is below $10,000. The group who speaks two languages (*n*=26) still has no correlation with the group who speaks more than three languages (*n*=14). All members of that group agree that speaking more languages can bring more benefits to their children.

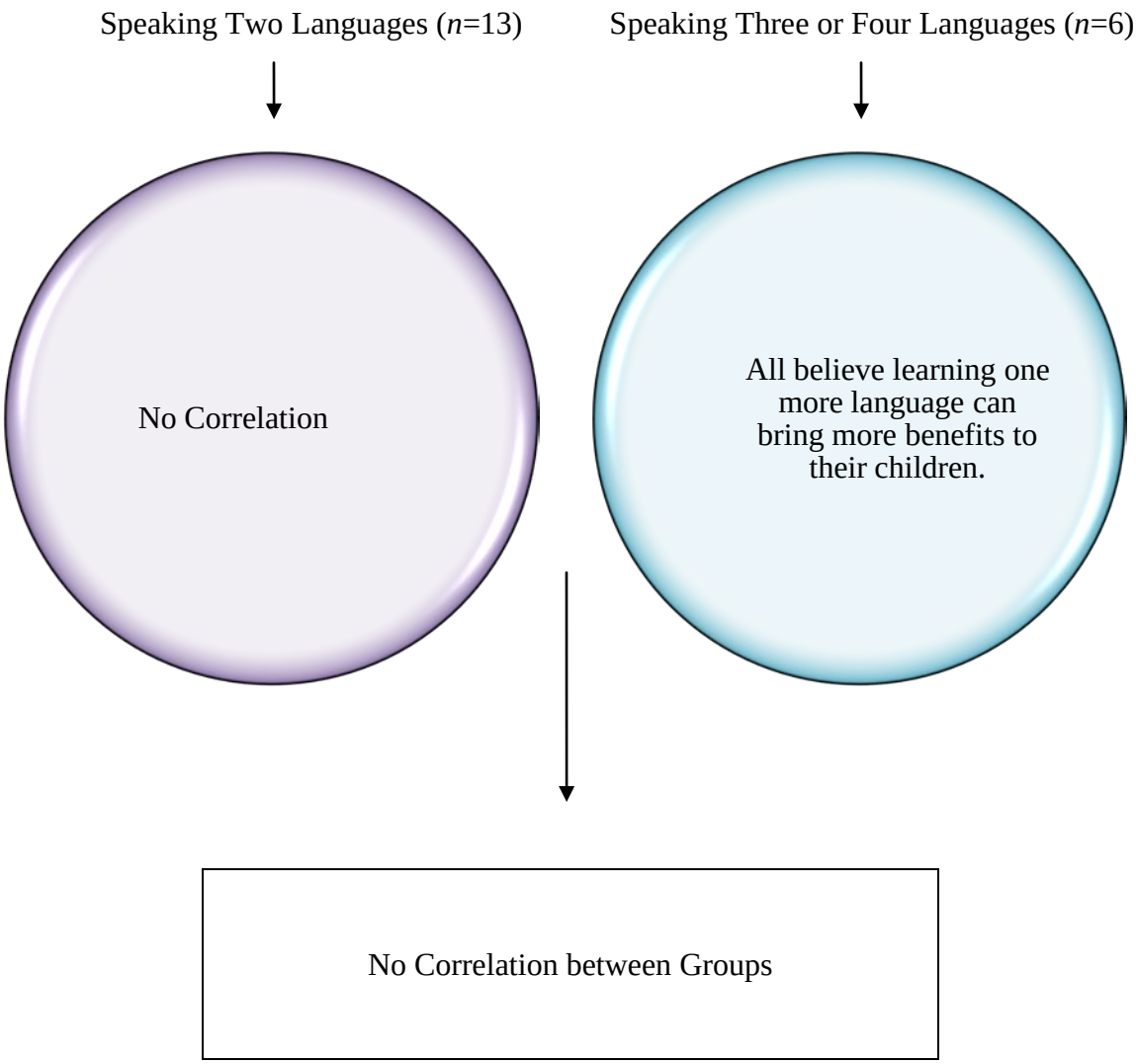

Figure 2. Correlations between people who speak two, three, or four languages in Taiwan

Taiwanese are accustomed to saying that “English is the second foreign language,” which is a misconception for them because it usually is the first foreign language they learned. Therefore, the survey’s questions have adopted the term, “second foreign language,” meaning as the first foreign language. The surveys, however, did not indicate the old term, which is “English is the second foreign language,” so that two respondents’ (4.3%) answers aimed at the “correct definition of second foreign language”. These surveys are complete

surveys and offer the valuable information on “the correct term of second foreign language” for the perceptions of a child learning a second foreign language. They are collected in Appendix D as referrals if the researcher wants to explore the topic further in the future.

Limitations

For the overall results there are three limitations. First, four missing values in the part of both centers respondents’ background information and four in the part of parents’ perceptions regarding language do reduce the reliability. Additionally, the Chinese version of question 2, “Did you grow up in a bilingual family?” was not a clear enough translation of “bilingual family,” which may reduce the reliability.

Furthermore, the small sample sizes are not enough to generalize to the whole population of Americans or Taiwanese. For example, this research was conducted in the Midwest of the U.S., which is mostly Caucasian/White with the majority of them speaking English. The southern U.S. has a higher percentage of Hispanic/Latinos who speak Spanish than the north; east or urban areas may have diverse multilingual environment than rural areas. The western part of the U.S. has some certain groups that also speak Spanish and other minority groups that speak different languages, such as Chinese which is spoken in West Coast areas like San Francisco. In Taiwan the southern part that answered the survey, the majority of people’s native language is Taiwanese; however, the north has a large population who speak Chinese. In the east and the mountainous areas, a huge part of the population who speak aboriginal languages is native Taiwanese. In the rim of the mountains have many villages of Hakka who are interspersed in various locations throughout Taiwan whose native language is Hakka. Conducting this research in different places in both the U.S. and Taiwan, such as east or west, north or south, urban or rural, etc. truly can have different findings.

Finally, although the levels of education in America and Taiwan all have a total of 12 years in elementary, middle, and high school, there are different age ranges in these three systems. Taiwan is fixed with six years for elementary school (ages 6-12), three years for middle school (ages 12-15), and three years for high school (ages 15-18). On the other hand, America is more flexible in their educational systems. Different states and school districts can complete this in different ways. For example, some states or school systems are the same as Taiwan; some do four years for elementary school (ages 6-10), four years for middle school (ages 10-14), and four years for high school (ages 14-18); some do five years for elementary school (ages 6-11), three years for middle school (ages 11-14), and four years for high school (ages 14-18). If the participants studied in different education systems, the age range will be different. Instead of offering elementary, middle, or high school as options, the survey should ask both groups of participants what grade was the first time they started learning a foreign language and what grade would be the best time to learn it. This way, it would have an accurate comparison about the age difference between Taiwan and America (see Appendix B).

Recommendations

Although Americans live in a multicultural society with multilingual settings, many of them speak only one language, which means they do not possess a bilingual or multilingual ability. This research suggests that Americans should make better use of the advantages of living in a multicultural, diverse, and multilingual environment by learning a second language in school anytime and practicing it after school anywhere, which gives more opportunities than are available to people in other countries.

This research suggests that the Taiwanese first acquisition of other languages not be overemphasized at the expense of a native language, especially because each family has its own language, which is an important part of a child's identity. The mother tongue is not only a child's asset, but also a family capital and a national cultural heritage. To be familiar with a native language is just as important as acquiring a second language (e.g., the official language, Chinese) or a first foreign language (e.g., English). Second, acquiring a foreign language should be based on nurturing children's interest in a low-pressure environment not based on the myth of early competiveness or learning it at an early age. As long as children love English, the motivation of learning will push them to continue learning it.

Finally, while parents expect or desire their children to master English, they should not neglect the significant influence of Chinese. They should be aware of the information from the literature review, which indicates that Chinese is gradually becoming the second most powerful language in the world after English due to economic factors and the findings from this research showing that Chinese is the second choice after Spanish for Americans learning a foreign language. With possessing and being comfortable with Chinese and English, Taiwanese children will have a competitive advantage in the 21st century.

Further Directions

This research is just a beginning in exploring parents' perceptions about languages, an ideal language for children to learn, and optimal learning age. Some results are different from the literature review, which indicates the need for further research. In addition, further research could address and expand on the related topics, such as discovering outcomes of children's learning and how the factors behind their motivation for learning bring good or bad outcomes; the way in which preschools or kindergartens provide and create learning

environments to help or stimulate learning through school curriculum, teachers' qualifications, and teaching materials adopted; investigating the methods or teaching tools that teachers use as aids to help students to be successful while learning in a school; and exploring deeply the language interaction between parents and children such as how parents help their children to learn a foreign language at home apart from school learning.

Conclusions

This research investigated the similarities and difference between U.S. and Taiwanese parents' perceptions about their children learning a foreign language, the ideal language to learn, the optimal learning age, and the correlation between parents who speak one or more languages. Both Americans and Taiwanese had different issues regarding the different cultural backgrounds because of factors of economic purpose, respectability, education, immigration, and politics. Language plays a large role in transmitting human values, feelings, thoughts, etc. In the era of globalization, multilingualism not only embellishes people's lives, but also shrinks the "distance" between different groups. This research, however, could safely conclude that the importance of language acquisition cannot be overemphasized in the light of the current wave of globalization and the fact that the world is shrinking into a global village.

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Appendix A: Parents' Comments

American (The following comments are from the American respondents)

1. For what reasons did you learn the language? (Survey question 8)

Required course	• School/For school/School requirement. • School in high school/In high school and college. • For academic purpose. • High School- 4 yrs Latin (2 yrs were required). College-1yr French (was required). • Elective in school- Bilingual relatives who are of Hispanic decent. • Spanish in High School/Requirement. Latin in High School/Elective.
Interesting	• Intrigue. • Interested & husband speaks. • To understand some and to know pronunciations. • Know others who spoke French and really had an interest in learning it. • Want to be fluent, might major in Spanish. • Personal and professional.
Education	• I heard that it would really help you on the SAT's and it was the base of a lot of foreign languages if I wanted to learn another. • Further my education and learn something new. • Lived in Germany for 2 years but went to an English speaking school so I'm not fluent. I'd say I know an intermediate level of German.
Career advancement	• I felt it was important in my future career. • Self interest, work.
Immigration	• Moved to the US in 1996, had to learn English to pass in school and go on with life in the US. • Moved to US.
Communication	• I have taken some Spanish courses to better communicate with my future elementary students, their families and others in my community.

*Taiwan (以下的看法來自台灣受訪者; 第二外語指的是**第一外國語言**)*

1. 您學習這個語言的原因? (問卷第 8 題)

必修課程	• 學校課程之一,因為課業的需要而去學習/必修課程。
工作需要	• 工作需要/學術研究需要。 • 進修與工作可以很容易與外國人溝通。
國際觀	• 提升競爭力/重要性(趨勢)/較實用與世界潮流/國際觀。 • 個人見識/增加語言能力/社會需求。

興趣/旅遊	• 英文對每個人而言應該是最先接觸的第二外語,當你有機會做適度的旅遊,英文將是我對外溝通的語言。 • 旅遊會使用到,很多物品上標示也大多是英文。 • 因為喜歡日本文化/單純喜歡/學好玩/閱讀該國資訊。

2. Why do you expect your child to learn the language? (Survey question 10)

Communication	• Right now, Spanish is the language most spoken in our community. • It is an advantage for her if she knows how to speak Spanish. She will be able to communicate with more people. • To communicate with family and just to know it. • Communicate both families. • Because the U.S. has almost as many Spanish speaking people as it does English. • To be able to understand others and to communicate with more people in other countries. • My son is half Hispanic. • I want her to know enough to communicate with the growing Spanish-speaking population. • Because she spent half of her day in the child center with native speakers of English. • Because both of my daughter attend school in the U.S, where the official language is English. For my 3 year old she knows when to speak Arabic (@ home) and when to speak English (@ school center). • I have taught her some ASL (starting from infancy) to enhance our communication. She could physically sign words before she was able to vocalize words.
Education	• Family and helpful to further education • When they are in an education system that offers it. I would like them to learn as soon as possible so it's easier for them to learn & retain the information. • College preparatory education. • Spanish is often a requirement during High School. Some Elementary Schools learn basic words in Chinese, Spanish and various other languages. • It is most common to learn at school.
Other	• I expect her to choose a language of her own at some point, but Spanish seems a logical choice earlier in development. • Depends on school and his interests. • To open boundaries & doors for them & others. • I want her to be well rounded. • Spanish is becoming more fluent in the U.S. You can get a better

	job if you are fluent in more than one language. • I feel that by the time she reaches adulthood, Spanish will be spoken just as much, if not more than English in America. • It is a practical second language to learn in the U.S. They will be able to use it no matter what they decide to pursue in life.

2. 為什麼您期待您的小孩學習這種語言? (問卷第 10 題)

通用語言	• 全球最通用語言/國際語言/溝通的共同語言。 • 普遍性/英文在國際上的使用率較高/大部份國家通用。 • 日常生活中,較常接觸的語言,以後使用到的機會可能較多些。 • 全世界通用,工作可能比較好找,到各地旅遊時比較會用的到。 • 英文目前為世界通用之語言,交通便利,往後使用的機會也將大大提升,學習聽、學習說、讓她往後可以和世界上其他種族的人類溝通。
提升競爭力	• 將來需求/實用/社會需求。 • 國際化情勢所需。 • 提升競爭力/能有更好的優勢。 • 希望對於小孩日後有幫助。 • 多具備一種語言能力,對將來找工作有幫助。 • 將來工作,生活上會使用到。 • 英文在這個社會裡面,已經不只是第二種語言,也是一種必需品,無論是工作、閱讀資訊、都需要用到,所以儘早準備應該是必要的。 • 長大後工作也必須會講英文,出國旅遊也必須要會英文。 • 讓他了解英文也是一種語言,並沒有強迫他一定要吸收多少。以後如果工作時,可找到他喜歡並且能立即適應的工作環境,以減少工作上有可能遇到的語言上的障礙。
國際觀	• 世界觀/國際觀。 • 世界潮流,也能擴充學習經驗。 • 可多元化學習,未來易和國際接軌,接受外來資訊,可以有國際觀。
溝通/了解不同文化	• 可以很容易與外國人溝通。 • 了解異國文化,利增進國際視野,增加自己語言能力及競爭力。

	• 希望擴展視野,多接收國際訊息。 • 日文及英文為各國通行的語言,若能與外國人溝通,未來的路會較寬廣。 • 英文是幾乎每個國家最基本的第二外語,而且語言是用來溝通的,去學習別種文化。英文是對我們 (Taiwan) 最方便的語言,如果我的小孩對別種語言有任何需要,我想那時他會知道他該選擇何種語言。
其他	• 西班牙文使用國家多,日文與台灣文化、背景、交流頻繁。

3. Do you worry that your child may confuse a first language and a second language when they are learning them? (Survey question 14)

Worry	• At times, especially in younger kids, words may get mixed up. • It may be hard when learning so many new words. • She might confuse the languages-ex: mix both languages in same sentence (many people who speak 2 languages "mix" them.) • But this is part of the learning process, not a long-term problem. • I worry about it, although I think they would actually do fine. • But this is part of the learning process, not a long-term problem.
Not worry	• Young children learn second languages more separately than adults. They do not use English to speak Spanish (for ex) like adults do. • My child knows a little Spanish and Chinese and she never gets it confused with English. She seems to retain it easily because she is so young. • I grew up with bilingual relatives & they never seemed to confuse the two languages. They answered or spoke in whatever language they were spoke to in. • Right now he is learning and starting out the languages in his head. Then he will talk and be just fine. • I expect some confusion at times but she is smart & will work it out. • I think its possible. • I think children can adapt and switch from language to language with ease. Sometimes if a child has been away from an environment (speaking different languages) they might take a little longer for them to adjust. • I think it might be confusing, but they would learn to distinguish easily as they got older. • Each helps the other. They would work together. It'll be more fun to know both. • They may get confuse - but that's ok. Language is sometimes confusing no matter what.

	• Because we will mostly be talking in the first language. • Children at early age learn things very quickly that they treat learning two languages as the other stuff they are learning. Children do not realize that they are learning two languages. For them the two languages are two separated things. • I don't think children are capable of confusing the two, mainly because they are able to learn a second language better than adults and even adults don't confuse the two. • As I said earlier, my 3 year old speak Arabic & only Arabic @ home. While I watch her in school and see that she speaks solely English. • Learning a second language doesn't have to be difficult as long as the first language is fluent.

3. 您擔心您的小孩學習第一語言和第二外語時,會混淆了這兩種語言? (問卷第 14 題)

擔心	• 太小學習,會因第一語言未成熟,而兩者都不理想。 • 年紀太小,尚無分辨能力。 • 年紀較小時,若同時學習二項語言,又都用這二項語言與孩子溝通時,擔心孩子會弄亂了字義,搞不清楚原意,而影響未來的語文能力。 • 我希望她從小就接觸外語, 2 歲時就給她聽英文 DVD, 3 歲多時和家教老師學習說,但不包含寫。學習有各種方式,我希望她早接觸、多聽、多看、但並不期待她這麼早學會學得更好。只是提供她一個環境罷了,一個接觸外語的環境,希望她對外語不會害怕,因為也擔心中文沒學好。 • 應該在母語基礎良好時再予第二外語,尤其也該視每個孩子的差異而有所不同。 • 因為中英語無論文法、念法、字形都不同方式,在孩子不明白太多的情況下學習,恐有混淆的可能。 • 基本的都還沒學好,就學第二種不好。 • 需視小孩的情況,若孩子學習狀況佳,才讓孩子同時接觸。 • 小朋友若不會正確說國語,會以她懂的第二外語來替代。
不擔心	• 如果孩子在發展語言的同時,接受兩種語言的刺激,則兩種語言都會以母語一般反射式的反映在聽與說的表現上,如同我們小時候同時學台語和國語一樣,並沒有混淆的情況。雖然有聽說有不好的事例,可能是小孩本身學習力的問題或教學方法的問

	題吧! • 國小三、四年級後對母語已學習到一階段,再學第二外語應不至於混淆。 • 小孩本身與生俱來分辨不同語言的能力。 • 小孩可以自己分辨不同外語的能力。 • 我認為孩子的有無限的學習空間,在我的孩子身上,不認為他們會混淆,因為她們慣用的語言只有一種,第二外語通常是在課堂上或是參加某些活動時會接觸,所以並不會造成混淆。若會我想是家長的問題,因為家長在家用二種不同的語言與孩子交談,所以有可能造成些許副作用。 • 孩子隨著認知發展,能夠知道有不同的語言,例如: Apple 是蘋。ㄎㄚ是腳。 • 學語言不會影響其他學習,甚至可以一併學習。 • 小孩還小,可塑性很大。 • 我們會給予適當的導引。 • 第 13 題(您擔心您的小孩同時學習另外兩種語言,結果兩種語言都學不好? 回答: 擔心) 是因為學習另外的語言不是目前生活所需,而是為未來做準備。而且,回到家中父母另外語言的程度不好,無法讓小孩將第二外語融入生活中,學習起來會較吃力,不易記得,到最後可能也只是應付考試,出社會以後若工作不需要外語能力的,到最後看的懂的和聽的懂的都是那幾個單字。第 14 題是因為日常所需,第一語言是每天說的不會忘記。第二語言,並不是無時無刻都在使用,很容易忘。 • 基本上仍認為將母語或官方語言有某種基礎後才開始接觸外國語言或第二外國語言。 • 小孩適應力強,愈小學習第二語言愈快吸收。 • 日常生活中,較常接觸的語言,以後使用到的機會可能較多些。 • 學習多種語言,在學習的過程中起步時,當然會混淆語言的用法,但如我所提醒的語言是用來溝通的,人們會去選擇他自己擅長的外語來溝通,熟能生巧,當你知道如何用它時,你還會混淆嗎? • 我的想法是要在 7 歲以後再積極學習外語,到那時他的了解語詞及使用文法上應該已經非常純熟了。相對的,老師在與他一

	起對話時,他也比較能夠表達他的疑惑了。 • 可以第一母語為主,第二外語為輔。 • 小孩學習能力強,即早學習可打下良好語言基礎。 • 有良好的環境與教導,可以讓小孩有效的學習。 • 例如:從小會聽會講國、台語,也不會因此有所混淆。 • 小孩的學習潛力無窮。 • 小孩的年紀,剛好是吸收力最強的階段,可以逐一解釋不同語言代表的國家,日後再隨小孩的興趣發展。 • 環境會讓小孩自發正確分辨。 • 因為小孩在 3 歲的年齡,正是語言發展的時期,像海綿一樣吸收的好又快,用對的方法引導學習,應該不至於會混淆孩子的學習能力。 • 我認為第二外語僅讓她們提早接觸而已,若一直在台灣居住,而未出國留學,要和真正的外國人溝通還是有困難,在台灣學外語僅是打下基礎,重要的是要有外語的環境,學習語言的效果才會好。 • 二種語言發音及外形上有相當差異,應不致混淆。 • 小孩學習模仿的能力很強, 他會在不同場合下轉換語言的使用,有時會聽的懂不會講,甚至混合使用,並不會混淆。 • 我想剛開始要一段時間去適應及分辨不同的地方,但隨著時間增長,久而久之孩子會習慣,並且知道不同的地方,但我相信會聽得懂,但不見得會講,除非家庭裡也有這樣的雙語環境。

4. Do you worry that your child will have trouble learning other subjects because of learning a second language? (Survey question 15)

Not worry	• Children don't have trouble learning science because they are also learning social studies- etc. • I think learning another language could only help her excel in other subjects. • I don't believe learning another language could damper their learning of other subjects because I believe it would increase brain function. • If anything it will help him. • I don't worry about this. • If anything I think it will help them. • Exactly the opposite actually.

	• Language helps other areas in knowledge, skills (study and practice), and historical influences. • I just don't think that it would affect it. • Language and other subjects are stored in different parts of the brain. • It should help her learn more because her brain is being challenged more. • I don't think they would be confused, therefore I don't think learning other subjects would pose them any problems. • If she can master the Arabic language, then later in Elementary Schools year she will master English as well. • If a second language is introduced early it shouldn't be difficult.

4. 您擔心您的小孩會因為學習第二外語,而影響到其他學科的學習? (問卷第 15 題)

擔心	• 如果第二外語學的不好,那表示小孩所花在第二語言所背的時間較長,當然會影響其他科的準備。 • 這要看你是以什麼角度看"它",如果平常有閱讀英文課外讀物的習慣,或許"它"就不是如此影響極深。如果把"它"當做"壓力", 那麼一天 24 小時, 當然你會影響其他學科學習。 • 第二外語的學習,要有適當的環境,學習才有意義。 • 因為其他學科會被壓縮。 • 會有挫折,而放棄其他所有。
不擔心	• 這種情況應該較常發生在國小學童、坊間的英語補習班上課時數多,功課也多。但對幼稚園階段只是多聽、多說、多接觸, 不至於影響到太多。但我指的是在家中營造第二外語環境, 而非上全美語幼兒園。全美語幼兒園確實會影響幼兒對其他方面的學習及價值觀的偏差。 • 應該會豐富其他的學習,而不是受到影響。 • 語言本來就是學科的一部份,必修。 • 若是有興趣的學習,就沒有影響的問題。況且學習需多元化, 每個科別應並重才是! • 學習是整體而非片段的事。 • 若語言環境良好,對其他學習不會有影響。 • 語言是溝通的工具。 • 各科學科是互相有連接,或許其他學科需要資料,就必須動用第

	二外語完成。 • 第二外語也是一門學科。 • 小孩還小,應該沒有太大學科壓力。 • 我認為只要時間安配得宜,應該不至於影響其他方面的學習。 • 語言也是生活化的一部份,和母語一樣,故不影響其他學科。 • 如果是將第二語言視為是課程中的一門,而不是最必要的,應不會影響到學科的學習。 • 小孩的學習力很強。 • 因為中文沒學好,只學好了英文在台灣考試時應用題(數學)可能不了解題意,作文題(國文)可能文章內容很貧乏或錯字一堆,所以中文、英文應該要學習時間並重。 • 因為會視小孩喜好情形,讓他選擇上課的時間的長短及方式。 • 基本上如果小孩在母語基礎已建立良好時,多一種語言的學習應該不至跟其他學科有所抵觸才是,只要時間分配得當~! • 學習方式不同,故不用擔心太多。 • 如果第一語言深度夠,其他學科不受第二外語影響。 • 我相信學校方面會在量方面做適當分配,不會超出小孩的負荷能力的。 • 只要適當的安排,可以有良好的學習效果。 • 並不是所有時間都在學習英文。 • 需視小孩的情況,若孩子學習狀況佳才會讓孩子同時接觸。 • 不同領域。 • 盡量以不要影響其他學科為原則。 • 只要用引導用玩的方式進行學習,孩子的興趣引發出來,應該不會影響到其他的學科。基礎打穩了,上國中的英文就更輕鬆,也不會恐懼。多餘的時間,還可以用到別的學科上。 • 視每個小孩的學習能力不同,而有不同的結果。 • 語言學習和其他學科應不會造成學習認知上之衝突,以英文為例,在音樂、數學之學習過程中,應有助益。 • 因第二外語是溝通用的語言,也許還會有幫助。 • 如果雙語是日常生活的一部份,那又怎麼會影響其他學科的學習,重點是”家庭” 裡也有這樣的雙語環境。

5. Do you believe that learning one more language can bring more benefits to your child? (Survey question 20)

Disagree	• He is learning two main languages.
Agree	• Increases strength of learning all subjects. Creates a well-rounded character. Helps to appreciate and understand diversity. • If she learns another language it will increase the # of people she can communicate with in school, community, and professional world. • More opportunities would be available to her if she could speak more than English. • I believe in diversity and the more fluent my child could become in any language allows them to do this. • I believe a second language opens doors to a new cultural & a greater understanding of the world we live in. • It is useful to know another language. • Better comm. skills. • Communication is one of the most valuable tools for human connections. • It would open doors for them not only economically, but also socially and help them appreciate other cultures. • Broad understanding of other people and culture, greater skills, better communication abilities and understanding of language in general-including English. • Because you can go a lot further in everything they do. • You can communicate with more people open your mind to more possibilities. • It makes you more “well-rounded” & “marketable” in the job market. • How could it do anything other than benefit her? It would be a great asset to my child to be bilingual. • It makes them more valuable in their professional life and more versatile in their personal life. • I feel it changes the way they perceive things, two different languages, means two different cultures, ethics standards, etc. • Being fluent in a second language would help my child in her future.

5. 您相信第二外語的學習能帶給您的小孩多方面的益處? (問卷第 20 題)

相信	• 使孩子的視野能國際化/可以國際化。 • 幫助小孩能夠適應將來的國際化社會。 • 語言是一種工具,有好的工具,自然能迎面各式的問題。 • 可增加認識其他文化/學習不同文化,不同生活經驗。

	• 和人溝通,找尋資料時,都是不錯的工具。 • 加強溝通能力/可直接與人溝通/可以多與他人溝通了解。 • 溝通多了一道橋樑;閱讀書籍更多了一扇窗。 • 增進她未來跨國際的溝通與學習能力。 • 對於未來工作應有助益。 • 外語是與世界人溝通的橋樑,在求學,工作,旅遊,都有助益。 • 除了可能找到好工作,好薪水外,到世界各地旅遊都通用。 • 多元社會,第二語言是必要性。 • 較有自信。 • 能讓孩子多認識一種語言,能了解一些簡單的用句而能與人溝通,也能藉此知道外面的風景。 • 第二外語只是讓你的小孩去了解不同種族的想法、文化,漸而去增加更多思維,豐富他的人生。 • 也許以後他的工作環境是需要用到外語的,朋友及工作或多或少有幫助! • 多學習一種語言,可以更寬闊他的視野,並增進他對國際文化的涉獵與交流。 • 可增加多方面範圍(range)廣泛程度可提高。 • 在全球化的環境下,精進第二外語可以提升多方面的益處。 • 以目前台灣的環境是如此。 • 可增加求學機構的選擇。 • 不管學習哪種語言,相信都有幫助,不管是工作、閱讀、甚至旅遊,都能夠得心應手,視野也能夠較廣,國際觀也能夠打開,交更多的朋友,何樂而不為呢! • 多學習本來就是件好事。 • 可多方接受不同的訊息 (人、事、物) 。 • 若能以第二外語單獨出國旅行,會比較有安全感。 • 我比較在意孩子是否有興趣,以及將來他必需使用到第二外語時,他也自然會自己努力學習,或者在他學習過程中,讓他感到有趣。

Appendix B: The Levels of Education in the U.S. and Taiwan

<table>
<tr><td colspan="3">The U.S.</td><td colspan="2">Taiwan</td></tr>
<tr><td>Age</td><td colspan="2">Level/Grade</td><td colspan="2">Age</td></tr>
<tr><td>3-5</td><td colspan="2">Preschool [a]
(pre-kindergarten)</td><td rowspan="2">Kindergarten [c]</td><td rowspan="2">4-6</td></tr>
<tr><td>5-6</td><td rowspan="6">Elementary school [b]</td><td>Kindergarten</td></tr>
<tr><td>6-7</td><td>1st Grade</td><td rowspan="6">Elementary school</td><td>6-7</td></tr>
<tr><td>7-8</td><td>2nd Grade</td><td>7-8</td></tr>
<tr><td>8-9</td><td>3rd Grade</td><td>8-9</td></tr>
<tr><td>9-10</td><td>4th Grade</td><td>9-10</td></tr>
<tr><td>10-11</td><td>5th Grade</td><td>10-11</td></tr>
<tr><td>11-12</td><td>6th Grade</td><td>11-12</td></tr>
<tr><td>12-13</td><td rowspan="3">Junior high school [b]
(Middle school)</td><td>7th Grade</td><td rowspan="3">Junior high school</td><td>12-13</td></tr>
<tr><td>13-14</td><td>8th Grade</td><td>13-14</td></tr>
<tr><td>14-15</td><td>9th Grade</td><td>14-15</td></tr>
<tr><td>15-16</td><td rowspan="3">Senior High school [b]</td><td>10th Grade</td><td rowspan="3">Senior high School</td><td>15-16</td></tr>
<tr><td>16-17</td><td>11th Grade</td><td>16-17</td></tr>
<tr><td>17-18</td><td>12th Grade</td><td>17-18</td></tr>
</table>

Note. [a] However, some education programs offer toddler programs for 12 mo.-3yrs. Source: National Center for Education Statistics. http://nces.ed.gov/pubs/eiip/eiip1s01.asp [b] However, the systems have the years spent in elementary, middle, and high school differ between the states and school districts. [c] Another system is called preschool from 2yrs-6yrs in Taiwan and offers toddler programs as well. Sources: Ministry of Education http://english.moe.gov.tw/public/Attachment/661414215371.PDF and http://www.edu.tw/secretary/content.aspx?site_content_sn=21121 Organization by the author.

Appendix C: The Names of the Languages and their Degrees of Endangerment in Taiwan

The Degrees of Endangerment	Intergenerational Language Transmission	The Names of the Languages
Safe	language is spoken by all generations; intergenerational transmission is uninterrupted *>> not included in the Atlas*	
Vulnerable	most children speak the language, but it may be restricted to certain domains (e.g., home)	Amis Bunun Paiwan Pyuma Rukai Taroko Tayal Tsou Yami
Definitely endangered	children no longer learn the language as mother tongue in the home	
Severely endangered	language is spoken by grandparents and older generations; while the parent generation may understand it, they do not speak it to children or among themselves	Saisiyat
Critically endangered	the youngest speakers are grandparents and older, and they speak the language partially and infrequently	Kanakanabu Kavalan Nataoran Pazeh Saaroa Thao
Extinct	there are no speakers left *>> included in the Atlas if presumably extinct since the 1950s*	Babuza Basay Hoanya Ketangalan Kulun Papora Siraiya Taokas

Note. Source: UNESCO http://www.unesco.org/culture/ich/index.php?pg=00139 and http://www.unesco.org/culture/ich/index.php?pg=00206 Organization by the author.

Appendix D: A Second Foreign Language

The Background of Demographic Information

The participants each had one child, one aged 4 and the other aged 5, a boy and a girl. The respondents were mothers, Taiwanese, married, and with the same education level (graduate school). One's occupation was governmental officer and the other's was self-employed. One's yearly income was between $10,001-20,000 and the other's was $20,001-30,000.

The Background of Environment and Interaction

Questions	Responses
How many languages do you speak (including native language)? What are these languages?	Two: 2 Chinese and Taiwanese: 2
Did you grow up in a bilingual family?	Yes: 1 No: 1
What is your native language?	Taiwanese: 2
What language do you speak at home?	Native language: 2
What language do you speak with your child/children at home?	Both native language and official language: 2
What language does/do your child/children mostly speak at home?	Official language: 1 Both native language and official language: 1
What language does/do your child/children mostly speak at school?	Official language: 2

Personal Experience and Expectations for Children

Have you experienced learning a second language? What was the second language that you learned? For what reasons did you learn the language?	Yes: 2 German and Japanese:1 Comment: • 大學必須修第二外語及有興趣。 Japanese: 1 Comment: • 興趣、赴日旅遊觀光可看、聽、說、讀與日本人溝通。
When was the first time you started learning a second language?	Junior high school: 1 University: 1
Which second language do you expect your child to learn? Why do you expect your child to learn the language?	Russian: 1 Comment: • 因為台灣地區目前會蘇俄語的正式導遊僅 2 位。 Japanese: 1

	Comment: • 日本離台灣很近,日常生活經常會接觸日本文化,若學習日語日後有機會可赴日發展。且家人經常到日本旅遊,學習日語有助旅遊時運用。

Perceptions Regarding Languages

Do you agree that the earlier a child learns a second language, the more successful he/she is at learning the language?	Disagree: 2
What age is the best age to learn a second language?	Elementary school: 1 Senior high school: 1
Besides your child's native language, do you worry that your child cannot succeed in learning two additional languages at the same time?	Agree: 2
Do you worry that your child may confuse a first language and a second language when they are learning them? Please explain:	Disagree:1 Comment: • 依兩者學習的比重及引導方式不同會有不同的結果,或許有可能混淆,但並非絕對。 Agree: 1 Comment: • 語言課程非孩童學習課程之全部,小孩太早學習若非有興趣,只是填鴨式學習,孩子反而會失去興趣。而且英語、日語文法差異大,過早學習是否能有效果令人懷疑。
Do you worry that your child will have trouble learning other subjects because of learning a second language? Please explain:	Strongly agree:1 Comment: • 語言課程非學習的全部,若小孩對第二外語無興趣,顯然佔據排擠其他學科學習的時間,當然會影響其他學科的學習。

	Disagree: 1 Comment: • 兩者之間並非有絕對或直接的關聯。題目標明為擔心,那就是有負面的影響。但是也會有正面的影響,所以不同意。
Do you worry that when a kindergarten overemphasizes a language class, the emphasis on other subjects, would be diminished?	Agree: 2
Would you let your child study in an immersion language program?	Strongly disagree: 1 Disagree: 1
Do you agree that mastering a second language can help a person's career, such as finding a "good" job or getting a "good" salary?	Strongly disagree: 1 Agree:1
Do you agree that speaking a widely spoken language, such as English, Spanish, etc. can present a person's level of class, social status, and economic status?	Disagree: 1 Agree: 1
Do you believe that learning one more language can bring more benefits to your child? Please explain:	Agree: 2 Comments: • 若能當成是工具,可以幫助多方面涉獵其他學科的知識,也可幫助了解國際時勢,更有國際觀。再者,對未來就業應該會有加分的效果 (雖然不是絕對直接的影響) 。 • 多一種語言認識,多認識一個國家的文化,多一種溝通的工具。
Why do you think learning a second language is important?	• Communicating with people • It is interesting • Doing business • Enhancing a person's ability to compete • Other

Appendix E: Survey and Reminder

The Comparison of Taiwanese and American Parents' Expectations of Their Children Learning a Second Language

The purpose of this research is to investigate the comparison between Taiwanese and American parents' expectations for their young children learning a second language. What are their perceptions regarding language and when it should be taught?

Indiana University South Bend
Elementary Education: Early Childhood Education
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Graduate Student: Chih-Chin Kung
Tel: 574-323-7948
E-mail: chikung@iusb.edu

Picture Retrieved from http://www.fenwickgifts.com/camp/007-8-1245-USA%20Map.jpg
Picture Retrieved from http://tw.info.search.yahoo.com/search/images/view?back

Section 1 - Parents' Background

Your child's age: _____ □ Boy □ Girl

You are the child's □ Father □ Mother □ Guardian

What is your gender?	□Male □Female
What age range do you fit in?	□16~25 □26~35 □36~45 □46~55 □56 and above
What is your educational background?	□Elementary school □Junior high school □Senior high school □University □Graduate school □Doctoral
What is your ethnicity?	□Caucasian/White □Hispanic/Latino □Pacific Islander □African-American/Black □Native American □Chinese □Taiwanese □Hakka □Native Taiwanese □Other _____
What is your occupation?	□Military □Governmental officer □Teacher □Professor □Student □Retired □Manual labor □Service industry employee □Self-employed □Agriculture/fishing □Housewife □Business person □Other _____
What is your marital status?	□Single □Married □Separated/divorce /widow(er)
What is your yearly income?	□Below 10,000 □10,001-20,000 □20,001~30,000 □30,001~40,000 □Above 40,001

Section 2: Questions

1. How many languages do you speak (including native language)? What are these languages?
   □One _____ □Two _____ □Three _____
   □Four _____ □More than five _____

2. Did you grow up in a bilingual family?

   □Yes □No

3. What is your native language?
   _____

4. What language do you speak at home?
   (*See the explanation on the right blank)*
   □Native language □Official language □Both □Other

For questions 4, 5, 6, and 7:

If you speak the native language, English, please put a check in the box of official language.

5. What language do you speak with your child/children at home?
   (See the explanation on the right blank)
   □Native language □Official language □Both □Other

6. What language does/do your child/children mostly speak at home?
   (See the explanation on the right blank)
   □Native language □Official language □Both □Other

7. What language does/do your child/children mostly speak at school?
   (See the explanation on the right blank)
   □Native language □Official language □Both □Other

8. Have you experienced learning a second language?
   □No
   □Yes. What was the second language that you learned?
   □Arabic □Chinese □English □French □Russian □Spanish □Other _____

   For what reasons did you learn the language?

   _____

   _____

   _____

9. When was the first time you started learning a second language?
   □Preschool □Kindergarten □Elementary school □Junior high school □Senior high school □University

10. Which second language do you expect your child to learn?
    □Arabic □Chinese □English □French □Russian □Spanish □Other_____
    □None

    Why do you expect your child to learn the language?
    _____

    _____

    _____

    _____

11. Do you agree that the earlier a child learns a second language, the more successful he/she is at learning the language?
    □Strongly disagree □Disagree □Agree □Strongly agree

12. Do you think what age is the best age to learn a second language?
    □Preschool □Kindergarten □Elementary school □Junior high school □Senior high school □University

13. Besides your child's native language, do you worry that your child cannot succeed in learning two additional languages at the same time?
    □Strongly disagree □Disagree □Agree □Strongly agree

14. Do you worry that your child may confuse a first language and a second language when they are learning them?
    □Strongly disagree □Disagree □Agree □Strongly agree

    Please explain: _____

    _____

    _____

    _____

15. Do you worry that your child will have trouble learning other subjects because of learning a second language?
□Strongly disagree □Disagree □Agree □Strongly agree

Please explain: _____

_____

_____

16. Do you worry that when a kindergarten overemphasizes a language class, the emphasis on other subjects would be diminished?
□Strongly disagree □Disagree □Agree □Strongly agree

17. Would you let your child study in an immersion language program?
□Strongly disagree □Disagree □Agree □Strongly agree

18. Do you agree that mastering a second language can help a person's career, such as finding a "good" job or getting a "good" salary?
□Strongly disagree □Disagree □Agree □Strongly agree

19. Do you agree that speaking a widely spoken language, such as English, Spanish, etc. can represent a person's level of class, social status, and economic status?
□Strongly disagree □Disagree □Agree □Strongly agree

20. Do you believe that learning one more language can bring more benefits to your child?
□Strongly disagree □Disagree □Agree □Strongly agree

Please explain: _____

_____

_____

21. Why do you think learning a second language is important? (Check only one)
□Communicating with people □It is interesting □Be successful in education □Doing business □Living in the global village □Enhancing a person's ability to compete □Other _____

Thank you for your precious time to complete the survey

台灣家長和美國家長對於他們的小孩學習第二外語的期望之比較

這個研究的目的是藉由這份問卷來探討台灣家長和美國家長對於他們的小孩學習第二外語的期望之比較。父母對於語言的看法和小朋友應該什麼時候學習第二外語最適合?

Indiana University South Bend
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Tel: 574-323-7948
E-mail: chikung@iusb.edu

照片取得來自 http://www.fenwickgifts.com/camp/007-8-1245-USA%20Map.jpg
照片取得來自 http://tw.info.search.yahoo.com/search/images/view?back

第一部分: 家長基本資料

您小孩的年齡: _____ □男孩 □女孩

您是小孩的 □父親 □母親 □監護人

您的性別是	□男 □女
您是介於哪個年齡層	□16~25 □26~35 □36~45 □46~55 □56 歲以上
您的教育背景是	□小學 □國中 □高中職 □專科/大學 □研究所 □博士
您的種族	□高加索人/白人 □西班牙人/拉丁美洲人 □太平洋島國居民 □非裔美國人/黑人 □美國原住民 □中國人 □ 台灣人 □客家人 □台灣原住民 □其他 _____
您的職業是	□軍警 □公務員 □教師 □教授 □學生 □退休 □勞動者 □服務業雇員 □自營企業商人 □農、林、漁、牧業者 □家庭主婦 □ 生意人 □其他 _____
您的婚姻狀況是	□單身 □已婚 □分居/離婚/喪偶
您的年收入是	□320,000以下 □320,032-640,000 □640,032-960,000 □960,032-1,280,000 □1,280,032 元以上

第二部分: 問題

1. 您說的語言有那幾種(含母語) ?

   □一種 _____ □兩種 _____ □三種 _____

   □四種 _____ □超過五種 _____

2. 您是在雙語環境下長大嗎?

   □是 □否

3. 您的母語是那種語言?

   _____

4. 您在家使用那種語言? (*請看右邊空格解釋*)

   □母語 □官方語言 □兩者 □其他

5. 您在家和你的小孩使用哪種語言交談? *(請看右邊空格解釋)*

   □母語 □官方語言 □兩者 □其他

6. 您小孩在家最常使用哪種語言? *(請看右邊空格解釋)*

   □母語 □官方語言 □兩者 □其他

4, 5, 6, 和 7 題適用
如果您說的是國語, 請在**官方語言欄**打勾。

如果您說的是母語, 例如閩南話、客家話、廣東話、原住民或其他方言, 請在**母語欄**打勾。

7. 您小孩在學校最常使用哪種語言? *(請看右邊空格解釋)*

   □母語 □官方語言 □兩者 □其他

8. 您是否有學習第二外語(非母語,官方語言)的經驗?

   □否

   □是。您學的第二外語是什麼語言?

   □阿拉伯語 □中文 □英文 □法文 □蘇俄語 □西班牙文 □其他

   您學習這個語言的原因?

   _____

   _____

   _____

   _____

9. 您第一次開始學習第二外語是什麼時候?
□幼稚園(小班、中班) □幼稚園(大班) □國小 □國中 □高中職 □大學

10. 您期待您的小孩學習什麼語言為第二外語?
□阿拉伯語 □中文 □英文 □法文 □蘇俄語 □西班牙文
□其他 _____ □沒有

為什麼您期待您的小孩學習這種語言?

_____
_____
_____
_____

11. 您覺得越早讓您的小孩學習第二外語, 而他們可以學的更好?
□強烈不同意 □不同意 □同意 □強烈同意

12. 你覺得什麼時候是學習第二外語的最好年紀?
□幼稚園(小班、中班) □幼稚園(大班) □國小 □國中 □高中職 □大學

13. 除了您小孩的母語外,您擔心您的小孩同時學習另外兩種語言,結果兩種語言都學不好?
□強烈不同意 □不同意 □同意 □強烈同意

14. 您擔心您的小孩學習第一語言和第二外語時, 會混淆了這兩種語言?
□強烈不同意 □不同意 □同意 □強烈同意

煩請解釋:

_____
_____
_____
_____

15. 您擔心您的小孩會因為學習第二外語,而影響到其他學科的學習?

□強烈不同意 □不同意 □同意 □強烈同意

煩請解釋:

_____

_____

_____

16. 您擔心當幼稚園過度強調語言課程,其他課程的重視程度會被壓縮?

□強烈不同意 □不同意 □同意 □強烈同意

17. 您會讓您的小孩就讀全語言課程(沒有中文的學習環境)嗎?

□強烈不同意 □不同意 □同意 □強烈同意

18. 您覺得精通第二外語可以幫助一個人的事業,例如找到“好”工作或得到“好”薪水?

□強烈不同意 □不同意 □同意 □強烈同意

19. 你覺得說一種被廣泛使用的語言,例如英文、西班牙文等能夠代表一個人的階級和社經地位?

□強烈不同意 □不同意 □同意 □強烈同意

20. 您相信第二外語的學習能帶給您的小孩多方面的益處?

□強烈不同意 □不同意 □同意 □強烈同意

煩請解釋:

_____

_____

_____

21. 為什麼您覺得學習第二外語是重要的?

□和人溝通 □有趣 □在教育上獲得成功 □做生意 □生活在地球村 □提升個人競爭力 □其他

感謝您的寶貴時間填完此問卷!

Reminder

Dear families:

If you want to participate, please do not forget to complete the survey that your child brought home last week for the research of "**The Comparison of American and Taiwanese Parents' Expectations of Their Children Learning a Second Language**." If you already filled the survey out and gave it to the teacher, just ignore the letter. On the other hand, if you have not, please take some time to complete it. The research really needs your opinions because your comments are valuable and have a big contribution to the research.

Thanks for your time for completing the survey. I am really appreciative of your help.

Indiana University South Bend
Elementary Education: Early Childhood Education
Professor: Bakerson A. Michelle
Graduate Student: Chih-Chin Kung
Tel:574-323-7948
Email: chikung@iusb.edu

提醒單

親愛的家長:

如果您想要參與上星期您的小孩帶回家的問卷: **美國家長和台灣家長對於他們的小孩學習第二外語的期望之比較**。請別忘了填寫。假如您已經填好並交給老師, 您就不必理會這封信。反之, 如果您尚未填寫, 煩請您播空填寫。 這份研究真的很需要您的意見, 因為您的意見非常的有價值, 並且對這項研究有莫大的貢獻。

感謝您寶貴的時間填寫這份問卷, 真的非常感謝您的協助。

Indiana University South Bend
印第安那大學南灣分校
初等教育: 幼兒保育研究所
指導教授: Bakerson A. Michelle
研究生: 龔智琴
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Appendix F: IRB Materials

INDIANA UNIVERSITY SOUTH BEND

NOTICE OF APPROVAL
EXEMPT REVIEW

DATE: October 14, 2009

TO: Chih-Chin Kung

COPY: Michelle Bakerson, Education

From: Erika Zynda, Contracts & Grants Coordinator

Re: Protocol Entitled: The Comparison of Taiwanese and American Parents' Expectations of Their Children Learning a Second Language
Protocol # 09076

Approval Date: October 13, 2009

The IUSB Institutional Review Board (IRB) has reviewed and approved the research protocol referenced above as exempt; §46.101b, ¶1. As the principal investigator of this study you assume the following reporting responsibilities:

AMENDMENTS: Investigators are required to report on these forms ANY changes to the research study (such as design, procedures, study information sheet/consent form, or subject population, including size). The new procedure may not be initiated until IRB approval has been given. An amendment form can be found at http://www.iusb.edu/~sbirb/amendment.doc.

AUDIT OR INSPECTION REPORTS: Investigators are required to provide to the IRB a copy of any audit or inspection reports or findings issued to them by regulatory agencies, cooperative research groups, contract research organizations, the sponsor, or the funding agency.

COMPLETION: It is your responsibility to let the IRB know when this study is complete by sending an email to sbirb@iusb.edu. Approximately one month before the date you indicated your study will end, we will send a notice to you at the address on your application, requesting information on the current status of your study. If this is a student project and we don't hear from you, we will send a notice to your faculty sponsor. If we do not receive any response we will consider the study as ended and change our files to show that. It is your responsibility to let the IRB office know of address changes and project date changes.

STUDY INFORMATION SHEET/INFORMED CONSENT: All subjects should be given a copy of the stamped approved study information sheet or informed consent.

We suggest you keep this letter with your copy of the approved protocol. Please refer to the exact project title and protocol number in any future correspondence with our office. All correspondence must be typed.

Enclosures: Documentation of Review and Approval
Approved Study Information Sheet/Informed Consent - stamped copy must be used

Federal Wide Assurance #FWA00003544-IRB00000222
For additional FWA information, see the Web site at http://www.iupui.edu/~resgrad/spon/fwa.htm

Study #09076

INDIANA UNIVERSITY SOUTH BEND
STUDY INFORMATION SHEET
The Comparison of Taiwanese and American Parents' Expectations of Their Children Learning a Second Language

You are invited to participate in a research study. The purpose of this study is to investigate the comparison between Taiwanese and American parents' expectations for their young children learning a second language. What are their perception regarding language and when it should be taught?

INFORMATION
If you agree to participate, please complete the attached survey regarding your perception of how a second language is or should be taught to young children.

When you have completed the survey, please seal it in the envelope provided and bring it back to the center by November, 13, 2009. Each family should only complete one survey, even if they have more than one child at the center

RISKS
We do not foresee any potential risk or discomfort associated with completing the survey.

BENEFITS
There is no direct benefit to you from participating in this study.

CONFIDENTIALITY
The survey is intended to be anonymous. Please do not write your name on the survey or the envelope. The envelopes will be given to the researcher without being opened, so your child's teacher will not know if you have decided to participate. All the answers to the questions are for scholarly research. Information will only be reported aggregately.

CONTACT
If you have any questions at any time about the study or the procedures, please contact the researcher Chih-Chin Kung at (574-323-7948, chikung@iusb.edu) or Professor Michelle A. Bakerson (574-520-4391, mbakerso@iusb.edu DW 2242). Taiwanese parents may contact Hsin-Wei Tang at (07-731-0606 ext. 360 or 373 k6084@mail.csu.edu.tw) and questions will be sent to me in the U.S. to be answered.

If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research has been violated during the course of this project, you may contact the Indiana University South Bend Institutional Review Board for the Protection of Human Research Subjects, 1700 Mishawaka Ave., A247, South Bend, IN 46634, 574-520-4181, by e-mail at sbirb@iusb.edu.

PARTICIPATION
Your participation in this study is voluntary. You may decide not to participate without penalty. You may turn in a partially complete or completely blank survey. Your child's teacher will not know if you have decided to participate or not. **You must be 18 years of age to participate in this study.**

Consent form date: October 8, 2009

IUSB IRB Approved
Approval Date: October 13, 2009
Expires: October 12, 2010

Indiana University South Bend (印第安那大學南灣分校)
研究訊息單
美國家長和台灣家長對於他們的小孩學習第二外語的期望之比較

您被邀請參加這個研究。本研究的目的是希望藉由這份問卷來探討美國家長和台灣家長對於小孩學習第二外語的期望之比較。父母對於語言的看法和小朋友應該什麼時候學習第二外語最適合?

訊息
如果您同意參與此項研究,請您填完所附的問卷,關於您對第二外語有何看法或是否應該教幼兒學習第二外語。當您填完問卷,請您將問卷放入所提供的信封並黏好,且在 2009 年 11 月 13 日之前交回托兒所。每一個家庭只需填一份問卷,即使您有兩位以上的小孩就讀同一間托兒所。

風險
填寫這份問卷沒有任何潛在的風險和不適。

利益
參與這份研究沒有直接的利益。

機密
本問卷採匿名之方式,請您不要將您的名字寫在問卷或信封上。信封將直接交給研究者且不會被他人打開,所以您小孩的老師不會知道您有參與這個研究。您在問卷中所回答的所有問題純粹作為學術研究之用。資料將彙整報告。

聯絡方式
如果您對這份問卷及研究有任何問題, 請隨時聯絡研究者: 龔智琴 電話: 574-323-7948, chikung@iusb.edu 或指導教授: Bakerson A. Michelle 電話: 574-520-4391, mbakerso@iusb.edu DW2242.台灣父母可以聯絡唐欣葳 (電話: 07-731-0606 轉 360 或 373, k6084@mail.csu.edu.tw). 您的問題唐所長會傳達到美國由我回答。

根據這份訊息單的描述,若您覺得填寫問卷時沒有被合理對待,或者您的權益在這份研究計劃過程中被侵犯,您可以跟 Indiana University South Bend Institutional Review Board for the Protection of Human Research Subjects 聯絡。
聯絡地址: 1700 Mishawaka Ave., A247, South Bend, IN 46634 電話: 574-520-4181, 或 e-mail: sbirb@iusb.edu

參與
您自願參與此項研究。您可決定不參與而不會有任何損失。您可以交回未完成或空白的問卷。不論您決定參不參與,您小孩的老師將不會知道。您必須年滿 18 歲才可以參與此項研究。

同意書日期: 2009 年 10 月 8 日

IUSB IRB Approved
Approval Date: October 13, 2009
Expires: October 12, 2010

同意書日期: 2009 年 10 月 8 日

RE: Permission Letter by Chih-Chin Kung

2009/10/8(四) 下午 10:15

寄件者: "Wilham-Countway, Mary V" <mawilham@iusb.edu>

將寄件者加入至通訊錄

收件者:"Gin 龔智琴" <ginkung@yahoo.com.tw>

Chih-Chin,

I give you permission to conduct your research on the "The Comparison of American and Taiwanese Parents' Expectations of Their Children Learning a Second Language" at the center as long as you have approval from the IUSB Institutional Review Board.

Mary

Mary Wilham-Countway
Director
IU South Bend Child Development Center
(574)520-4485

From: Gin 龔智琴 [ginkung@yahoo.com.tw]
Sent: Wednesday, October 07, 2009 7:09 PM
To: Wilham-Countway, Mary V
Subject: Permission Letter by Chih-Chin Kung

Dear Ms. Wilham-Countway,

This is Chih-Chin Kung. I am an IUSB graduate student, doing my research entitled "The Comparison of American and Taiwanese Parents' Expectations of Their Children Learning a Second Language." This letter will confirm our recent conversation because IUSB Institutional Review Board requires me to send the center's permission letter before I can conduct the research. The procedure is that I will bring the surveys to the Center and give to the children. The Children will take the survey to their parents. When the parents answer the survery, they bring to the teacher. I will go to the center to collect the surveys so I would like your permission to allow me to conduct my study in the Center.

If this arrangement meets with your approval, please response me by the mail. Thank you very much.

Chih-Chin Kung

Re: 許可信 智琴

2009/10/8(四) 下午 1:38

寄件者: "唐欣薇" <k6084@mail.csu.edu.tw>

檢視聯絡人詳細資料

收件者: "Gin 龔智琴" <ginkung@yahoo.com.tw>

正修科技大學附設實驗托兒所同意研究生龔智琴進入園所做研究

所長唐欣薇

----- Original Message -----

From: Gin 龔智琴

To: 唐欣薇

Sent: Thursday, October 08, 2009 7:36 AM

Subject: 許可信 智琴

所長您好:

我是之前正修總務處智琴.因為我們學校要求我要我出示托兒所允許信, 才允許我可以在托兒所做研究, 所以這封信就是要確認我們之前談話. 我的論文題目是"美國的家長和台灣的家長期望他們的小孩學習什麼語言為第二外語之比較." 問卷我會由美國寄到幼稚園,然後再請老師讓小朋友帶回去給家長填寫, 再由家長或小朋友帶回托兒所. 等到問卷收集完畢, 再寄回給我. 家長可以選擇要不要參與.

如果您同意上述的說明, 麻煩請您用這封 e-mail 回覆說我已得到您的許可,您允許我可以在托兒所做研究. 非常謝謝您.

智琴